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Materials were developed by subject matter specialists at an Indiana State University workshop for teacher use when planning a cooperative occupational training program for supervised food service workers. Content areas, each printed on a different color paper, include: (1) Grooming and Public Relations, (2) Counter and Cafeteria Service, (3) Dining Room Service, (4) Food Preparation, (5) Cleaning and Equipment, and (6) Sanitation and Safety. Sections contain: (1) information sheets subdivided into objectives, introduction, information and references, (2) instruction units containing prefaces, references, and procedures, (3) task sheets listing equipment, materials, references and procedures, and (4) assignment and operation sheets containing objectives, information, and procedures. Detailed information and procedures are illustrated with line drawings. The appendix contains an organization chart model, a job analysis model, job specification model, job description model, and selected references. (FP)

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INSTRUCTIONAL MATERIALS

FOR

OCCUPATIONAL HOME ECONOMICS

FOOD SERVICE AREA

Vocational Home Economics Education

3 Indiana State Department of Public Instruction, Indianapolis.

State of Indiana

1967

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INSTRUCTIONAL MATERIALS

FOR

OCCUPATIONAL HOME ECONOMICS

FOOD SERVICE AREA

VOCATIONAL
HOME ECONOMICS EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF INDIANA
1967

Reproduced by:

Vocational Instructional Materials Laboratory

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IVML

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PREFACE

This bulletin was developed in the Home Economics Department of Indiana State University by the graduate participants of the 1967 Home Economics Occupational Skills workshop.

The materials presented have been revised and developed with the realization of the need for student working materials. They are intended to be used as guides only, as specific situations will make it necessary to revise each accordingly.

With this purpose in mind, no attempt was made to make the unit complete, as some of the materials refer to operation sheets which have not been developed. However, with the aid of the materials already completed, it will be possible for the individual teacher to develop these when planning her program.

Prime consideration has been placed on one occupation, that of the supervised food service worker. Although only one area of occupational training is included, the materials can serve as guides in adapting to other programs.

Since these materials are intended for use in a cooperative work program, they represent one acceptable method of procedure, not necessarily the only method of procedure. In cooperative programs, the supervising work station determines the method of procedure. Nor has any attempt been made to organize this material into a logical sequence, as this too will be determined by the supervising work station.

The first major effort in developing a written course of instruction must involve a careful analysis of the job for which the student will be trained. In order to make an accurate analysis, other information such as a job specifications sheet and a job description must be obtained. As there are various methods of preparing these information sheets, one method of preparation for each of these is included in the Appendix. There are other good and acceptable methods.

ACKNOWLEDGEMENTS

The participants of the 1967 Workshop in Home Economics Occupational Skills express grateful appreciation to all who have contributed in any way to the development of this bulletin of instructional materials in Occupational Home Economics.

To Dr. Anne Lee, Chairman of Home Economics Education, Indiana State University, for providing the facilities for the workshop.

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To Mrs. Barbara Topping, Mrs. A. Lucile Schultz, and Mrs. Linnie Hubbard, Graduate Assistants, who have so ably assisted Dr. Kupsinel.

To the many resource persons who helped in providing information necessary in planning this material.

To the many food service supervisors and their staffs for permitting tours and observations in order that additional information might be gained.

To the following teachers and supervisors for developing materials at the 1965 Home Economics Related Marketable Skills workshop at Indiana State University:
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1967 Workshop Participants.

INTRODUCTION

A clarification of terms seems necessary in order to utilize this material to the fullest extent.

Operation - A basic step toward completion of a process or task. An example is "To Cream Fat" as a part of making a cake--the cake being the task.

Task - A combination of sequential operations. An example is "Making Potato Salad." Several operations are necessary to complete the finished task.

Job - The total work responsibility; or the payroll job, which is a combination of several tasks. An example might be a salad girl.

Operation Sheet - Tells the procedure for completing an operation or step toward a task. To characterize an operation sheet:

1. the title reads "To do something."
2. has an objective and an introduction.
3. the procedure is very detailed. Refer to Operation sheet "To Wash Hands," page 4.

Task Sheet - Is a breakdown of the task into operations. To characterize a task sheet or task analysis:

1. Title: the first word usually ends in "ing."
2. lists all equipment and supplies needed.
3. gives the reference for material.
4. procedure is very detailed.

Information Sheet - Gives information pertinent to the situation.

Assignment Sheet - Designed to help the student study the information and references given.

Job Description - Consists of naming the tasks assigned to that worker in a specific establishment. This cannot be generalized and still be meaningful, since the tasks assigned in one establishment may differ from those assigned in another. A Job Description actually describes the specific job.

Job Specification	Is usually based on findings made in a job analysis and describes the personal requirements necessary to perform all tasks included in that job title. A job specification describes the person who is to do the job.
Job Analysis	A careful study of the complete job to find what the job includes, how the job is done and by whom, and conditions within the job.

PART I. GROOMING AND PUBLIC RELATIONS

Grooming

Grooming and Habits of Food Service Workers--Girl, Information Sheet

To Wash Hands, Operation Sheet

To Prepare for Work--Boys, Operation Sheet

To Prepare for Work--Girls, Operation Sheet

Public Relations

Working with Fellow Employees, Information Sheet

Employer-Employee Relations, Information Sheet

Customer-Employee Relations, Information Sheet

Furthering Public Relations, Assignment Sheet

Applying for a Job, Information Sheet

Applying for a Job, Assignment Sheet

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Information Sheet

Grooming and Habits of Food Service Workers - Girl

Introduction

A food service worker should be well groomed and have pleasing habits.

Information

One of the things that gives a worker a feeling of a sense of well being and security is to feel clean and fresh. This requires a daily bath or shower. An effective deodorant should be used daily. Close contact with others demands that the worker be free of body odors.

A perfume or scented cosmetic should never be used to cover up body odors.

The hands must be clean. Hands carry germs. (Refer to operation sheet "To Wash Hands".)

Bacteria collect in the dirt under the nails, so they must be clean and well kept. Fingernails should not be so long that they are hard to clean. Do not use dark colored nail polish. Some people may wonder if the dark polish is used to keep dirt from showing under the nails.

The hair must be kept clean and neat. Very extreme "hair-do's" should be avoided. Neither should the hair be long and loose when serving food. The Board of Health requires all food service workers to keep a hair net on while working with food.

Clean teeth help to assure a sweet breath and are most important to a smile. If bad breath remains after teeth and gums have been checked by a dentist, a doctor should be consulted.

Walking, standing and sitting up straight will help the worker's appearance and she will not tire so easily.

Workers should not wear much jewelry, especially the long, dangling earrings must be avoided.

Clothing must be clean and the uniforms should fit well. These should be of simple design and well pressed.

The shoes should have a comfortable heel. They should be kept polished and heels not run over.

Hose should be clean and without runs. It is best to "defuzz" the legs and armpits of excess hair.

If weight gain can be kept under control, a worker's physical health, appearance and endurance will benefit.

Avoid habits that might offend customers and friends. Never pick or wipe nose, scratch head, pick at face, handle hair, cough or sneeze without covering the mouth.

Smoking is not allowed in most places while on duty.

Gum chewing with mouth open is not allowed. Not only does it look bad, but it is unsanitary. It doesn't add to the worker's charm, so all workers must remember to practice those habits that make them more likely to succeed.

The voice must be kept low and pleasant, never loud and boisterous.

A person who others enjoy being around, will be interested in the work she is doing and show enthusiasm in the job.

One of the most important habits to possess is self-control. It never pays to get angry and talk too much. A good policy to follow would be to think of others and be helpful to others.

Information used in this paper was taken from:

The Correct Waitress by Susan M. Dietz. Ahrens Book Company, New York, pp. 16-19.

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Operation Sheet

To Wash Hands

Objective

To learn a correct way to wash hands.

Introduction

Washing hands correctly prevents spread of bacteria from the hands to the food, utensils and tableware.

Procedure

1. Go to the workroom wash basin.
2. Turn on cold water. Add the hot water slowly until water is as hot as you can use it.
3. Wet hands thoroughly under running water.
4. Pick up bar of soap from the soap dish on the wash basin.
5. Wet the bar of soap.
6. Rub soap between hands to work up lather.
7. Hold soap with fingers. Rinse soap under running water.
8. Replace soap in soap dish.
9. Scrub hands together briskly paying particular attention to the knuckles and around nails.
10. Brush fingernails and knuckles with hand brush.
11. Rinse hand brush and replace on wash basin.
12. Rinse hands thoroughly under running water.
13. Repeat procedures 4, 5, 6, 7, 8, 9 and 12 once keeping hands turned downward toward wash basin.

14. Turn off hot water. Turn off cold water.

15. Remove paper towel from dispenser using both hands to pull down.

16. Dry hands with paper towel.

17. Place paper towel which was used to dry hands in waste paper basket.

18. Proceed with work assignment.

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Operation Sheet

To Prepare for Work--Boys

Objective

To learn an approved way to prepare yourself before starting to work.

Introduction

A very important part of food service is the neatness and cleanliness of the worker regardless of the job.

Procedure

1. Enter locker room quietly.
2. Unlock the locker with combination--open the locker.
3. Hang up coat, put books and other personal belongings on shelf in locker.
4. Take comb from shelf.
5. Comb hair--be sure it is neat and will stay in place.
6. Return comb to shelf.
7. Go to linen supply room.
8. Check out clean trousers, shirt and apron.
9. Return to locker room.
10. Remove school clothes.
11. Use fresh deodorant.
12. Get paper towel from towel dispenser.
13. Wipe off shoes.
14. Put soiled towel in waste basket by wash basin.

15. Put on clean white trousers, shirt and apron.

16. Hang up school clothes in locker.

17. Take nail file from locker shelf.

18. Clean nails.

19. Replace file to locker shelf.

20. Close and lock locker.

21. Check locker area to see if it is neat.

22. Wash hands. Refer to operation sheet "To Wash Hands."

23. Report to supervisor.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Operation Sheet

To Prepare for Work--Girls

Objective

To learn an approved way to prepare yourself before starting to work.

Introduction

A very important part of food service is the neatness and cleanliness of the worker regardless of the job.

Procedure

1. Go to linen supply room.
2. Check out clean uniform and apron.
3. Go to locker room; enter quietly.
4. Unlock the locker with combination--open the locker.
5. Hang up coat, put books and other personal belongings on shelf in locker.
6. Take comb from shelf.
7. Comb hair--be sure it is neat and will stay in place.
8. Return comb to shelf.
9. Put on hairnet.
10. Remove school clothes and hang in locker.
11. Use fresh deodorant.
12. Get paper towel from towel dispenser.
13. Wipe off shoes.
14. Put soiled paper towel in waste basket by wash basin.

15. Put on clean uniform and apron.
16. Take nail file from locker shelf.
17. Clean nails.
18. Replace nail file to locker shelf.
19. Close and lock locker.
20. Check locker area to see that it is neat and orderly.
21. Wash hands. Refer to operation sheet "To Wash Hands."
22. Report to supervisor.

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Information Sheet

Working with Fellow Employees

Objective

To give information that a better relationship between workers be sought.

Introduction

The success of any food service operation is determined not by the skill of any one individual in one department, but rather on the combined skill of all. Likewise, responsibilities must be shared by all.

Information

The most important person in any food-service operation is the customer who gives the order. In fact, every activity in the food service operation is geared to satisfying his needs.

The food service operator is dependent upon the skill of each of his employees to deliver the product in a satisfactory manner.

There must be an understanding of the interrelationships among the work force in carrying out basic functions.

Interrelation of Work Force

The management uses inventories and other departmental check sheets and it depends upon individuals in each department to help with such functions as purchasing receiving storing and issuing. After all, it is the person who is most closely connected with the food being used, who knows when the supply is getting low.

The person who has responsibility for receiving, storing, and issuing needs considerabel cooperation from all other departments. For example, he cannot be issuing foods to departments at the same time deliveries are being received. Therefore, a time should be arranged for each department to have supplies issued so they will not interfere with another department's requisition for supplies.

In some restaurants, the storeroom manager may issue time clock cards and uniforms, thus involving every department.

The relationship between the sales department and the food production area is very important. Each department is completely dependent on the other to reach its goal.

In order to achieve good working relations within the food service group, there must be an understanding of the duties and work conditions within each department. By understanding the pressures within each area, and the physical working conditions which cause fatigue, the working relations can be improved.

Authority--Who should have it? Ideally, each worker should have one boss--the department head. The salesperson learns when he enters the kitchen that he is subjected to additional demands. Thus, he may tend to consider every kitchen worker with whom he comes in contact as his boss. Yet, because the majority of contacts between these workers result in an order being given by a salesperson, the production worker may feel that he has as many bosses as there are salespersons.

The solution of this problem seems to be in the understanding that a successful food service operation is the total of all its departments. Just as a machine cannot function with a missing part, so a food service cannot suceed without one of its essential departments. Thus, every job in the unit assumes equal status, for without it the others cannot reach their objective.

Peak pressure periods. Every food-service operation has peak periods when the majority of customers want to be served at the same time. These periods coincide with the breakfast, lunch, and dinner periods, when the physical facilities and the human resources of the establishment are taxed to the limit. Careful observation over a reasonable period of time will help the manager and his staff to predict when these peaks will occur. Thus, part of the problem is solved, for it is then possible to make advance preparation to ease the pressures during these rush periods. Another solution to the pressure period is the realization on the part of all the food-service workers that this is an everyday occurrence which everyone faces, therefore, everyone must make a special effort to remain patient, calm, and cooperative.

Sanitation. The sanitation function is one of the most difficult in the food-service business, and,yet it is one of the most important. The need for cooperation between the dishwashing department and the sales department is of utmost importance. Neither department can function without the efficient operation of the other. Soiled dishes cannot be washed until they are returned to the dish-washing department.

Mental Attitudes

Perhaps equally important in improving work relations, is the mental attitude of each of the workers toward others. A worker may develop the ability to get along peacefully with all kinds of people.

Cooperation. Food service requires teamwork. A person cannot work just as an individual. A salesperson, for example, must have the cooperation of the kitchen staff in filling his order, and of the dining room staff in serving it. Cooperation implies mutual helpfulness; one cannot receive cooperation from others until he himself is cooperative. There are many ways that cooperation can be shown:

1. Helping a fellow worker who needs assistance.

2. Taking his turn with work details.

3. Treating his co-workers as he likes to be treated.

4. Being clean and orderly about his work.

5. Doing his share of the cleanup.

Courtesy. Courteous behavior is as important in the relationship with other employees as it is in dealing with customers. It is hard to be courteous in the hot kitchen and with the pressures of the customers' demands, but courtesy pays dividends in friendship with fellow employees.

Pleasantness. The food service worker should be pleasant to the management, the customers, and to fellow workers. This type person is usually well liked and receives willing cooperation from other people.

Tolerance. Tolerance is a very necessary quality for those working together harmoniously. Each should understand human behavior well enough to be tolerant of the peculiarities and reactions of both customers and fellow workers.

Friction and misunderstanding among employees could be minimized if controversial issues were avoided. A tolerance for the opinions of other persons should be developed, as a person with strong conviction will seldom change his opinion as a result of arguments with others.

As to criticism of another's work or conduct, this is not the concern of fellow workers, but is the responsibility of the management.

Friendliness. To secure the cooperation of other people, the food service worker must through courtesy, cooperativeness, and fair dealing, secure their friendship. He will try to maintain pleasant relationships with his fellow workers during work hours and may take part in group social activities outside of working hours.

Good Work Habits

The food-service worker can make his job easier and more interesting by using good work habits. The same amount of time and effort can be spent in doing a job poorly as in doing it well.

Work is much easier and more valuable to the food service operation when it is carefully planned ahead of time. Planning may save time, motions and steps taken.

If fewer motions can be made, then work will be less tiring and come in less time. Therefore, a simple analysis of the way the task is done, can show how to save motions by careful planning.

In doing a task, each motion should have a purpose; each motion should be smooth and rhythmic; and each motion should take a planned direction.

Many unnecessary steps can be saved by the salesperson when he plans the work and the sequence in which it can best be performed. For example, when making a trip for food or supplies, one round trip could be used to take soiled dishes to the dishroom and to pick up and bring back orders or supplies such as dishes, silver or hot coffee. An effort should be made to prevent directly crossing another worker's path. It is important to pass another person on the right and if quarters are close, to warn the person of approach, to avoid burns from hot beverages, accidents from spilled food, and upset trays and broken dishes.

Learning to work quietly is an art. The worker who moves purposefully, quietly, and quickly without pushing, shoving, or running, is a pleasure to have around. He handles equipment and dishes quietly. If every employee made an effort to speak quielty, much unnecessary noise and confusion would be eliminated, thus making better working conditions for all.

Reference:

Food Service Industry Training Programs and Facilities, U.S. Department of Health, Education, and Welfare. 1961.

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Information Sheet

Employer- Employee Relations

How to Get Along With Your Boss

He IS the Boss

In modern business and industry it is probably true that promotion, salary increases and contentment on the job depend, to a very considerable extent, on whether or not you can get along with your boss. Always remember that as long as you work for a person, it is your duty to try to get along with him. While it is true that when two people fail to get along together, the situation usually reflects unfavorably on them both--on the job it is primarily the duty of the employee to adjust himself to his boss.

He IS Human

First of all, remember that your boss is only human. If he is tired or worried, he may speak in a sharper way than usual. Be willing to make a few allowances, and don't hold it against the boss if he is only occasionally cross or unreasonable. Try not to carry a chip on your shoulder. All of us are ashamed at times of something we have said or done. It is usually a relief to find that such things are not held against us, and that other people are willing to accept us on good terms again. Strange as it may seem, it is sometimes harder to give orders than to take them. Often an abrupt manner is nothing more than a cloak to hide uneasiness or uncertainty.

Look Right

It is inevitable that you will be under rather close scrutiny during the first days and weeks on a new job. It is to your advantage, of course, to make as good an impression as possible on your superior. Make sure that your clothes are appropriate for the kind of work you are to do. If your job entails rough or heavy work, do not come to work looking as though you were afraid to soil your hands. If you are in doubt as to how to dress, ask your superior outright, or observe how other workers dress.

Feel Your Way

It is better not to be too critical during your first days on a job. Even if you have had experience in the same kind of work and know how some improvements could be made, go slowly in making suggestions. Learn your job and know your boss first. Employers and supervisors are usually proud of their methods and machines; too-outspoken criticism wounds their vanity. If the criticism comes from a new employee, the supervisor may consider that person presumptuous and tend to dislike him. On the other hand, after pleasant relations have been established between you and your boss, and you have more experience on the job, your boss will probably welcome tactful suggestions. In fact, a survey of employers has shown that practically all employers want suggestions about the work from their employees, though several of them added that they didn't like to have new employees "try to make the place over." Perhaps the best advice is to keep in mind that it matters how and when you make your suggestions. This holds true no matter how long you have been on a job.

Be Attentive

Another way to please your employer is to show a willingness to learn. Be alert when someone is giving you help or instruction. Try never to assume a "know-it-all" attitude. If your supervisor does not give you enough instruction on how to do your work, do not hesitate to ask questions. Intelligent questions show eagerness and willingness to learn. Since many supervisors tend not to give careful and thorough instruction during the breaking-in period, it is sometimes absolutely necessary to ask for more information. Questions become a nuisance only when it is evident that the questioner has not paid attention to previous explanantion. Such a situation shows a disregard for the value of time. Remember that on the job a person's time is evaluated in terms of money.

How Would You Feel?

If you were to hire someone to work for you and agreed to pay him by the hour, day, or week, you know that you would expect him to earn the money that came out of your pocket. You would certainly resent any appearance of laziness or indifference on the part of the person you hired. Realizing this, you can surely understand that your employer will also resent any appearance of laziness on your part. To him you are a financial investment from which he expects an adequate return. Your employer will resent a misuse of the time for which he is paying you.

Excessive talking during working hours, prolonged rest periods, and obvious slowness in performing duties are all practices which will impair pleasant relations with your boss. While it is often true that a supervisor will not come right out and tell an employee such habits are an annoyance, you may be sure that he takes note of them. They often play an important part in causing hard feelings, lack of promotion, or even dismissal. If you stop to think that you yourself would no doubt react the same way, you will not resent the boss being displeased at evidences of laziness and indifference.

Try to Please

It is not only your duty, but also good policy, to get along with your boss as well as possible. It pays to find out, in general, what your superior likes and dislikes. It has been said that getting along with a superior is in itself an art. If he feels strongly on certain questions, it is foolish to rub him the wrong way by outspoken criticism of his ideas and methods. If you cannot agree with him, you can at least maintain a discreet silence. If you know of certain things your superior particularly likes, there is no real harm, and perhaps much good, in giving these likes due respect. "Apple-polishing" is rather easily detected and usually resented, but most of us appreciate a little deference to our pet hobbies and ideas.

It usually pays to develop a certain sensitivity to the moods of your superior. When he feels like talking, listen; when he obviously does not want to talk, do not force a conversation. When he seems moody, let him alone. When he is "bossy", tend strictly to business. While it is possible to overdo "yessing the boss", it is still a good idea to try to adapt yourself to his moods so that you will both feel "comfortable" together. Practically everyone who works for a living has a superior whom it is much to his advantage to please, and so it goes up the lines of authority. There is almost always someone in the picture who has the authority to praise or blame us, promote or discipline us, make life pleasant or very unpleasant for us. To a very considerable degree it is up to us as to whether we will be treated pleasantly or otherwise by those who outrank us in authority on the job.

Know the Signs

Perhaps one of the most difficult things for a person to understand when he first goes to work is the subtle, but none-the-less real, "class"system in business and industry. The biggest and best desk, a private telephone, a white shirt, the best machine, the longest seniority, the wearing of a badge, closeness to the boss, etc., all have significant meaning in terms of "standing" and lines of authority in an organization. Failure to observe and understand these "signs of standing" often leads to blunders by new employees in their contacts with other workers and superiors. This is one reason why it is good policy to be careful in speech and action when new on a job. Keep your eyes open until you sense the relative importance of the people with whom you work. Your own "social" standing in the plant or office will depend partially upon the position you hold. Your contacts with others, and particularly with your superiors, will be pleasanter if you recognize and accept this fact. It is not good policy to assume familiarity with a person whose "standing" is higher than yours. Of course, each of us has to figure out the relations that work out best with our boss. Generally, however, it is better to be friendly without being familiar. If the relationship gets on too familiar a footing, it becomes harder to give and take orders. By and large, it works out best over the longest period of time if the whole matter is kept a little on the impersonal side.

Like Your Boss and He Will Like You

The relationship between you and your boss is the most important personal relation in your occupational life. Good relations between you are essential from every point of view. Your boss has a responsibility in the matter, too, but an employee has more to lose if things go wrong. Since we tend to like people who seem to like us, it pays to show your boss that you like him.

What an Employer Has a Right to Expect From an Employee

Attitudes and Characteristics

Honesty

It is surprising that some people think that "just taking a little" is not being dishonest. They will nonchalantly walk off with a towel from a hotel, a piece of silverware from a restaurant, or an "extra" bar of soap which has been left in an unguarded place, with apparently no thought that this is stealing. Nothing brings quicker dismissal or surer disgrace for an employee than dishonesty. Anything and everything which belongs to an employer must be strictly accounted for. One must never yield to the temptation to take a nickel from the cash drawer, a candy bar from the counter, or a small tool from the tool room.

Honesty means more, however, than just not taking things which do no belong to one. It means giving a fair day's work for a fair day's pay; it means carrying out one's side of a bargain; it means that one's words convey true meanings and actual happenings. Our thoughts as well as our actions should be honest. An employer will do much to keep an employee who is strictly honest.

Loyalty

Loyalty means being "for" a person, and that is a two-way proposition. Employees expect employers to look out for their interests, to provide them steady employment, and to promote them to better jobs as openings occur. Employers feel that they, too, have a right to expect their employees to be "for" them--to keep their interests in mind, to speak well of them to others, to keep any minor troubles strictly within the plant or office, and to keep absolutely confidential all matters that pertain to the business. In other words, employers are very likely to think that employees should not "bite the hand that feeds them." Perhaps both employers and employees should keep in mind that loyalty is not something to be demanded; rather, it is something to be deserved.

Willingness to Learn

Every office and every plant has its own way of doing things. Employers expect their employees to be willing to learn these ways. It may be, for example, that the way things are done in an actual work situation are quite different from what has been taught in school. Stenographers will find that office procedures vary in different offices. It is necessary to accept these procedures and be willing to learn them as quickly as possible. Sometimes the installation of a new machine and new tools makes it necessary for even experienced employees to learn new methods and operations. It is often the case that employees resent having to accept improvements because of the retraining that is involved. However, the employer will no doubt think he has a right to expect his employees to be willing to put forth the necessary effort. Methods must be kept up-to-date in order to meet competition and at the same time to show a profit. It is this profit that interests the owner in continuing in business and which provides jobs for his employees. Keeping up-to-date means profits to the employer, and profits mean jobs for workers.

Willingness to Take Responsibility

Most employers expect their employees to see what needs to be done, then go ahead and do it. It is very tiresome to have to ask again and again that a certain job be done. It is obvious that having been asked once, an employee should assume the responsibility of doing the job from then on. Employees should be alert to see boxes that need to be put away, stock that should be dusted, or files that need attention. It is true that, in general, responsibility should be delegated and not assumed; however, once the responsibility has been delegated, the employee should continue to perform the duties without further direction.

Ability to Get Along With People

This is perhaps the mist highly prized of all employee traits. To some, this ability to get along well with people seems to come as a gift; to others, it comes only as a result of painstaking thought and training. In order to acquire this ability, one must learn to think of people as individuals, to be able to put oneself in another person's place, and to want sincerely to get along with others. Once acquired, the ability to get along well with people pays big dividends in friendships, popularity, and profits. Employers are ever appreciative of the employee who is "easy to get along with."

Willingness to Cooperate

"Cooperate" means "work together." In our modern business world, cooperation is the keynote to getting things done. It is impossible to "live alone and like it" in an office, store, or plant. We need more close harmony and fewer prima donna solos in our work situations. Learn to work as a member of a team with employer, supervisors, and a few workers in a common effort to get work done pleasantly and on time.

Rules and Regulations

Not even two people can work together well unless there is some understanding as to what work shall be done, when it shall be done, and who shall do it. Rules and regulations are a necessity in any work situation, and should be so considered by all employees.

Tardiness and Absenteeism

Tardiness means being late to work, and absenteeism means being off the job for one reason or another. Both are poor work habits and lead to reduced production.

We are all creatures of habit. What we do once we tend to do again unless the results are too unpleasant. The habits of always being late may begin back in our early school days when we found it hard to get up when we were called. This habit can get us into trouble at school, and it can go right on getting us into trouble when we are through school and go to work. For whether we like it or not, our business and industrial life is governed by the clock. You are supposed to be at work at a definite time. So is everyone else. Failure to get to work on time results in confusion, lost time, resentment on the part of those who do come on time, and in addition may lead to a reprimand or even a dismissal. Although it may be true that a few minutes out of a day are not too important, we must remember that a principle is involved. Our obligation is to be at work at the time indicated. We agree to the terms of work when we accept the job. Perhaps it will help us to see things more clearly, if we try to look at the matter from the point of view of the boss. He can't keep track of people if they come in any time they please. It is not fair to others to ignore tardiness. Failure to be on time may hold up the work of fellow workers. In fact, it usually does just that. A little better planning of our morning routine will often keep us from being delayed until the last bus and so prevent a breathless arrival some five to twenty minutes late. If you were paying someone to work for you, you would probably want him to get there right on the dot. The habit of being late is another one of those things which stand in the way of promotion.

It is sometimes necessary to take time off from work. No one should be expected to work when he is sick, or when there is serious trouble at home which demands attention. However, it is possible to get into the habit of letting unimportant and unnecessary matters keep us from the job. This results in lost production and hardship on those who try to carry on the work with less help. Again there is a principle involved. The person who hires us has a right to expect us to be on the job unless there is some very good reason for staying away. Certainly we should not let some trivial reason keep us home. We should not stay up nights until we are too tired to go to work the next day. If we are ill, we should use the time at home to do all we can to recover quickly. This is, after all, no more than most of us would expect of a person we had hired to work for us, and on whom we depended to do a certain job.

This brings up another matter about which employers have complained rather bitterly at times. If you do find it necessary to stay home, then at least phone the store or plant, so that the boss will know that he cannot count on your being there that day. Time and again, employees have remained home without sending any word whatever to the employer. This is about the worst possible way to handle the matter. It leaves those at work in uncertainty as to what to expect. They have no way of knowing whether you have merely been held up and will be in later, or whether immediate steps should be taken to assign your work to someone else. Courtesy alone demands that you let your boss know if you cannot come to work.

Tardiness and absenteeism have resulted in so much lost time and reduced production that management has made careful studies of the factors involved. From such studies it has been found that the most important causes of tardiness are fatigue, transportation difficulties, and weather conditions. Tardiness is more marked on work days which follow holidays and on Monday mornings. This last statement shows us that even a very brief interruption in our habits make it harder for us to get back into the usual pattern. Apparently just one day off the job results in increased tardiness the following day. Probably the best way to deal with this problem is for each worker to check himself to see that he is not among those who find it so hard to get back in the groove of getting to work on time. It should be a matter of personal pride to have the reputation of always being on time.

The study just mentioned also disclosed that the most frequent causes of absenteeism are illness or death in the family, accidents, business situations affecting a worker's family, and dissatisfaction with the job. Here we see that some of the causes are legitimate and unavoidable, while others could be controlled to a considerable extent. One can usually plan to carry on most personal business affairs after working hours. It is not always absolutely necessary to stay home because Aunt Susie's third cousin is ill. Too frequent absences will reflect unfavorably on a worker when promotions are being considered. The fact that dissatisfaction with the job leads to absenteeism is worth mentioning. It is just one more piece of evidence that if we do not like our jobs, we will not do them well. Therefore, it follows that if such is the case we should either change our jobs or our attitudes.

One other fact was brought out by the study. The largest proportion of tardiness and absenteeism is caused by a comparatively small proportion of all employees. This means that those workers who are late for work often and absent on the slightest provocation are really a small part of the total working force. But because they are late or absent repeatedly, they do more than all the others put together to make the average rate of tardiness and absenteeism as high as it is. The majority of workers are seldom late or absent, and then only with good reason. Naturally such employees are those who are considered reliable and dependable by their employers.

Employers sometimes resort to docking, demotion, and even dismissal in an effort to control tardiness and absenteeism. No employer likes to impose restrictions of this kind, However, in fairness to those workers who do come on time and who do not stay off the job, an employer is sometimes forced to give a little discipline to those who will not follow the rules.

Termination of Employment

Legally and rightfully there are several ways in which relations between employer and employee may be terminated. In many cases the condition of employment is set forth in a contract signed by the worker or his representative and the employer.

When employment is based upon contractual relation, then both employer and employee are bound by the same laws that validate any contract. Should either employer or employee take the liberty of breaking the contract that exists, it makes the guilty party liable to the offended party.

There exists in our present employer-employee relations an "unwritten law" sometimes called "gentlemen's agreement" which deals with the termination of employer-employee relations. This is called "due notice" to employer by employee, and "due notice" to employee by employer. Most of our employment today is based upon the "unwritten law." This tends to serve the following purposes: (1) it does not bind an employee for a long period of time to a job for which he has no interest or ability; (2) it does not force an employer to continue to pay an employee whose services are detrimental to his business; (3) it allows both employer and employee time to make adjustments before termination without jeopardizing either; (4) it serves as a means of keeping both employer and employee respectful and honest with each other.

From the employer's standpoint an employee may be discharged from his job even though there might exist between the two a legal contract. The following acts are reasons for justifiable discharge on the part of the employer; willful disobedience, disloyalty, incompetency, and nonperformance.

It must be understood that every employee is to obey the reasonable demands of his employer. However, acts demanded by the employer that are illegal, not in the scope of his employment, or that will endanger his life do not make the employee liable to dismissal if he refuses to obey.

An employee may be rightfully discharged if he engages in any acts that are contrary to and not in the best interests of the employer. Secretly engaging in competition with his employer, aiding in fraud of the employer, revealing confidential information about the business, are all acts for justifiable discharge.

When an individual enters into a contract for labor that requires a reasonable amount of skill, knowledge, and experience, the employer is not required to continue the employment of that individual if he cannot perform the duties or services for which he was employed, in what the employer considers a reasonable amount of time.

Since this discussion is dealing with termination of contract, we must not overlook the part that is played by the employee. Employees under certain conditions are just as much justified in termination as the employers.

An employee may terminate his contract at any time the employer wrongfully assaults him. Severe and rude language is not considered as wrongful assault, but striking a person is.

An employee is entitled to leave his employer when conditions exist that might cause physical harm or cause him to injure his reputation.

There are several types of employment that are considered illegal. Gambling is not legal in many states. It is illegal for those under 21 years of age to sell liquor.

Many occupations require that a license be issued the individual before he can take up the work. An example of this is pharmacy.

One of the greatest of all virtues an employee can have is that of being loyal to his employer. When the time comes that the employee can no longer be loyal to his organization and the employer, he should then resign from his job. There is no place in an organization for a gossip or one that tells confidential matters to those outside the organization.

Webster says that the negligent person is careless: he fails through laziness, lack of will power, or for no reason at all, to do what he should do. One who is remiss lacks the energy to remember what he should do, or the force to do if he does remember. It is the habit of not doing that which should be done.

Reference:

Taken from General Related Studies for Diversified Cooperative Education Students in Indiana.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Information Sheet

CUSTOMER-EMPLOYEE RELATIONS

Objective

To give information that a better customer-employee relationship be sought.

Introduction

The function of any food service operation is to provide food, service, and comfort to persons away from home. It is the objective to supply these services in a manner that will be satisfying to the guest, the management and the food service worker.

In order for the customer to be satisfied, he will be influenced not only by the physical aspects of the operation, but also by the customer-employee relationships.

Information

The salesperson plays an important role in fulfilling the objectives of the food service unit, since the ultimate goal is to sell the finished food product to the customer. Such persons are often the only contact the customer has with the food service operation; through these contacts he forms an opinion of the business, and is led to think favorable or unfavorably of the food-service unit's policy and service.

The customer is absolutely essential to the operation of the business, but he is a free individual who will patronize only those establishments which have provided him with satisfaction.

Interest in customers. In order to maintain good business relations with the customer, the salesperson must like people and be willing to serve them. He who is interested in making friends will make an effort to remember names, faces, and even likes and dislikes of regular customers. He will try to make suggestions according to the customer's wishes and needs. The kind of service that he gives will indicate this interest and desire to please his guests.

Courtesy. Another way for the salesperson to satisfy his customers is to be courteous. This includes a pleasant tone of voice and a graciousness of manners. Some ways of showing courtesy are:

1. assisting women with packages and wraps.

2. seating small children in high chairs and helping to put on their bibs.

3. helping lame persons to be seated safely.

4. drawing window shades to prevent glare.

5. closing windows to prevent drafts.

Prompt Attention. It is important that the guest be seated promptly and that his order be taken as soon as he is ready to make a selection. The customer who has been kept waiting for service is in no mood to be pleased with anything that happens after that, regardless of how good the food or how excellent the service may be. He has become psychologically conditioned against enjoying them. The salesperson should also be prompt to provide other services and special requests after the course or during the meal.

Additional services. The salesperson will have to answer many questions and offer suggestions in order to help the customer. A few of the areas with which the salesperson should be familiar are:

1. the menu content, its arrangement, and its prices.

2. methods of food preparation. There may be people who are on a special diet and unable to eat certain foods.

3. kind, grade and sources of food products.

4. the time necessary for preparation of food. A customer who is in a hurry should be told that it will take at least 10 minutes to serve a steak broiled to order. At the same time the salesperson may save time for the customer by suggesting that veal steak is available in one of the ready-to-serve dinners, or that the prime rib of beef is very good and can be served immediately. Also, when the customer has been informed that he must wait a given length of time for cooked-to-order foods, he will wait more patiently.

Suggestive selling. Sometimes the customer is undecided in giving an order.. This may be due to unfamiliarity with the service, difficulty in interpreting the menu, a lack of appetite, or a limited budget. In each case the salesperson may help by giving information or suggestions. If the customer buys as a result of the suggestions, this is called suggestive selling. The customer probably would not have ordered this unless it had been suggested. This type of selling is based on a knowledge of the likes and dislikes of the customer.

Each type of food service operation, whether food is served by a waitress or self served from a counter, will have different kinds of relationships with its customers. Basically, however, the customer should be the first concern, as it is the satisfied customer who returns.

Reference

Food Service Industry Training Programs and Facilities, U. S. Department of Health, Education, and Welfare. 1961.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Assignment Sheet

FURTHERING PUBLIC RELATIONS

Introduction and Objective

The efficient waitress must learn to understand the needs of the customer and serve them in a friendly, but dignified manner. Harmony and efficiency are possible only when one has an understanding of people.

In this assignment you will have a chance to learn the importance of an alert, cooperative, friendly attitude toward your customers. Many people fail in their chosen occupation, not because they cannot do the work but because they cannot get along with other people.

References

Department of Industrial Education, University of Missouri, Columbia, Missouri, Food Service-A Course of Study, pp. 32-35.

U. S. Department of Health, Education, and Welfare, Food Service Industry, pp. 27-31, 44.

Assignment

1. Answer the questions on the following sheet, following the direction as given.

2. Be prepared to take part in a role playing situation in which:
    a. A mother carrying packages and accompanied by a small child enters a restaurant.

    b. Several customers are waiting for service at nearby tables serviced by a single waitress.

3. Choose five products sold in a food service establishment and list all the information you can about each. Kind, grade, how prepared, etc.

True-False

Directions: The following statements are either true or false. If the statement is true, draw a circle around the letter "T". If it is false, draw a circle around the letter "F".

T F 1. The waitress should avoid showing confidence in her own ability as this is a sign of conceit.

T F 2. A waitress should secure a high chair or put an extension chair on a regular chair when guests with small children arrive.

T F 3. No distinction should be made between adults and children when filling cups and glasses.

T F 4. The customer's good will may be obtained by the quality of food and appreciation of good service.

T F 5. The food service operation should use every reasonable means to please the customer.

T F 6. Cleanliness plays a minor part in creating a favorable customer "image".

T F 7. Good food alone can win the good will of most customers.

T F 8. A waitress need not be concerned about methods of food preparation used in the back of the house.

These questions taken from Department of Industrial Education, University of Missouri, Columbia, Missouri, Food Service-A Course of Study, pp. 33-34.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Information Sheet

APPLYING FOR A JOB

Objective

To give students information to aid them in applying for a job.

Introduction

Students, who are familiar with the proper procedures to use when applying for a job, are more apt to have success in procuring a job.

Information

Once a person has decided to seek employment, she then faces the program of actually finding a job opening for which she is qualified. This can be accomplished in several ways. She might check the classified ads in the newspaper. By word of mouth, she might hear of an opening. Perhaps the best way would be for her to register with the State Employment Agency in the area. This is a state operated agency which costs the applicant nothing. Through this agency, people are placed in jobs. If a person has difficulty in getting a job, this agency can give tests to determine the applicant's areas of interest and thus be better able to place the applicant in a job which will be more to his liking. There are other employment agencies which will place people in jobs, however, these agencies usually charge a fee for this service. The State Employment Agency charges no fee.

When applying for a job, it is important that the applicant have all of her credentials and references up-to-date. An applicant's credentials may be nothing more than a list of the places where she has worked including the dates when she was employed, the names and addresses of former employers. All pertinent about the applicant should be included such as address, age, and health records. Any training the applicant has had which would relate to the job she is seeking should be listed. Also, with her credentials, the applicant should have the names of people who can act as references. It is important that these people be asked ahead of time if it is all right for their names to be used. It is also a good idea to choose people other than relatives to act as references.

One's appearance is important at all times, but especially so when one is applying for a job. An employer's first opinion about a prospective employee is usually based on the latter's appearance. Therefore, it is vital for a person who is applying for a job to be neat, clean and appropriately dressed. Included with appearance is facial expression and poise. A cheerful facial expression-a smile, can do much to exhibit to the employer the applicant's pleasant attitude. Poise is hard to exhibit, however, if one is well groomed and has confidence in her abilities, she will be poised.

During the actual job interview, answer questions truthfully, and to the best of your ability. Do not try to give long, detailed statements. The employer is a busy person, and he will appreciate brevity. When the interview is concluded, thank the employer for giving you his time. Do not push him about the job-he will let you know.

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Assignment Sheet

APPLYING FOR A JOB

Objective

To aid the student when she is applying for a job.

Introduction

It will be easier for the student, and she will feel more at ease when applying for a job if she has some knowledge of what to expect when she actually does apply for a job.

Procedure

1. Show filmstrip series. HOW TO APPLY FOR A JOB.

2. Role play. Situation: A girl is seeking employment as a waitress. She knows that the employer will probably ask her for references. The girl decides to ask her minister if she can use him as one of her references. How should she ask him?

3. Role play. Situation: A young woman wants to find a job. She decides to register with the State Employment Agency. She goes to her local office and meets one of the employees. How would their discussion go?

4. Role play. Situation: Ann is awaiting a job interview in a large cafeteria. She is applying for the job of countergirl. Ann has had some experience in smaller establishments. Describe how the interview will go.

PART II. COUNTER AND CAFETERIA SERVICE

Counter Preparation

Counter Line Service, Information Sheet

Counter Line Service. Assignment Sheet

Preparing the Counter, Task Sheet

To Pack Ice on Salad Counter for Display, Operation Sheet

Setting up a Salad Counter, Task Sheet

Setting up the Hot Foods Counter and the Refill Warmer, Task Sheet

To Arrange Dessert on Cafeteria Counter, Operation Sheet

Counter Service

Serving Hot Foods at the Cafeteria Counter, Task Sheet

To Serve Bread at a Counter, Operation Sheet

To Serve Desserts at a Counter, Operation Sheet

To Arrange and Serve Beverages, Operation Sheet

Counter Clearance and Cleanliness

To Clear and To Clean the Serving Counter, Operation Sheet

Cafeteria Service

Setting up a Buffet Table and Eating Tables, Task Sheet

Short-Order Service

The Drive-In Custard Stand, Information Sheet

Preservice Duties in a Drive-In, Assignment Sheet

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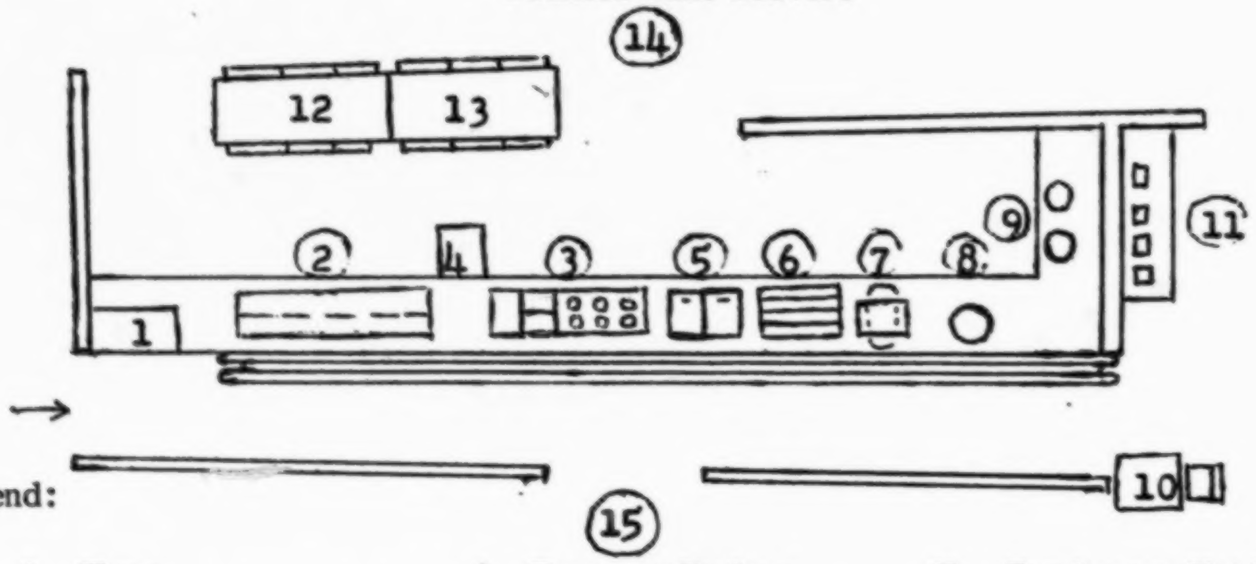
FOOD SERVICE AREA

Information Sheet

Counter Line Service



Legend:

1. Tray
2. Cold Pan
3 Hot Food Table
4. Plate Cart
5. Ice Cream
6. Dessert Shelves
7. Milk Dispenser
8. Beverage Pickup
9. Urns
10. Cashier
11. Condiment Table
12. Pass Through Cold
13. Pass Through Hot
14. Kitchen
15. Dining Room

Food service units are classified by the type of service rendered. The cafeteria self-service differs from the service unit by eliminating the extensive menus and elaborate table service.

Cafeteria customers are able to make their food selections from food displayed at a service counter and assemble the kinds and quantity of food desired. A cafeteria offers quick and economical service from those desiring such types of service.

Each counter salesperson has an individual responsibility for operating his unit efficiently. When he fails in any detail, not only is the service of his unit affected, but the resulting delay interferes with the efficiency of the service along the entire serving counter.

The work falls into three parts: The preparation of the counters for service, the service period, and clearing and cleaning the counters after service.

Preparation of the Counters for Service

Before the serving period begins the person responsible for each serving unit should be sure that the serving counter is clean and orderly, that the proper equipment is provided and that all necessary supplies are at hand.

Service Period

This is the period of time when the customer is of first importance. Every effort must be made to give the customer fast, efficient service of food served attractively and in the most appetizing manner. Food that has been carefully prepared to insure flavor and good nutrition deserves to be presented and served to the customer with the greatest of care.

Clearing and Cleaning the Counter after Service

This is the period of time following the end of customer service at which time each unit person is responsible for clearing the food from the counter. Foods will be stored in proper storage units and equipment will be cleaned and returned to storage places in anticipation of next service preparation period.

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Assignment Sheet

Counter Line Service

Introduction and Objective

For several lessons we have studied cafeteria service. In this lesson we will learn counter serving techniques and the many different procedures of operation found in self-service cafeteria units.

References

U. S. Department of Health, Education, and Welfare, Food Service Industry, pp. 127-144.

Assignment

1. Read the references listed above.
2. Answer the questions below and turn in this assignment to the instructor

   by ______________________________.

Questions

True - False

Directions: The following statements are either true or false. If the statement is true write the word "TRUE" in the blank, if it is false write the word "FALSE".

_____1. Color has no role in the displaying of food.

_____2. A well arranged counter will reflect the creative ability, ingenuity, and individuality of the management.

_____3. The salad counter is packed with a bed of cracked ice.

_____4. Colored vegetables, such as tomatoes and beets, should be placed in rows side by side.

_____5. Large and small plates should be placed in the same rows at the dessert counter.

_____ 6. Freshly made coffee should be ready just after the meal service begins.

_____ 7. Water which has not reached the boiling point should be used for making tea.

_____ 8. Garnishes have no purposes except to add to the attractiveness of the food.

_____ 9. A cafeteria offers quick and economical service for those desiring such types of service.

Completion

Directions: Fill in the blank (s) in each statement with the correct word (s) required to complete the sentence correctly.

1. Bitter coffee is generally a result of too __________ a grind for the equipment available.
2. The quality, flavor, and taste of coffee will be degraded by __________ heating.
3. Salads should be arranged in such a way as to provide color __________ and contrast.
4. Food service workers on a cafeteria counter have an individual responsibility for operating their unit __________.
5. The person responsible for supplying the serving counter is called a __________.
6. It is hard for a customer to resist the dual appeal of food that is attractively arranged and has an appetizing __________.
7. Salads should be placed so that the highest side of the lettuce cup is at the __________ side of the plate.
8. Hot breads should be kept warm in a __________.
9. The correct utensil for serving a hot bread is a __________.
10. The food and counter supplies should be checked with the menu for completeness __________ the service begins.

Listing

The work of operating a cafeteria serving counter falls into three parts, which are:

(A) ______________________________

(B) ______________________________

(C) ______________________________

Information used in the preparation of this assignment was obtained from Food Service Course of Study--Department of Industrial Education, University of Missouri, Columbia, Missouri.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Task Sheet

PREPARING THE COUNTER

Equipment

- Cart
- Silverware
- Trays
- Napkin holder
- Napkins
- Serving dishes
- Serving utensils
- Pot holders
- Wiping cloths
- Menu boards, letters & numbers
- Counter price cards
- Service bowls

Materials

- Condiments
- Relishes
- Crackers
- Cream
- Butter
- Coffee
- Breadstuffs
- Prepared cold tea
- Lemon wedges
- Salad dressings
- Ice

References

U. S. Dept. Health, Education, and Welfare, Food Service Industry, U. S. Govt. Printing Office, Washington, D. C., 1961, pp. 127-130.
Indiana Restaurant Assoc., Guide To Job Descriptions, Indiana Employment Security Division, Indianapolis, Ind., 1957, pp. 8-9
Operation Sheet: "TO CLEAN GLASS"
Operation Sheet: "TO CLEAN STAINLESS STEEL"
Operation Sheet: "TO MAKE COFFEE WITH A SILEX"
Operation Sheet: "TO SET UP A BREAD COUNTER"
Operation Sheet: "TO PREPARE A MENU BOARD"
Operation Sheet: "TO SET UP A SALAD COUNTER"
Operation Sheet: "TO SET UP A DESSERT COUNTER"
Operation Sheet: "TO PREPARE AND SERVE ICED TEA"

Procedure

1. Read menu.

2. Obtain the planned layout for the hot foods and recommended temperatures from supervisor.

3. Check temperature controls, hot and cold, and adjust.

4. Secure trays and cart from storage areas.

5. Assemble equipment and materials needed from storage areas.

6. Roll dolly with stack of clean trays from dishroom to proper place in counter line. NOTE: Transfer reserve trays from cart to undercounter shelf.

7. With silver taken from cart, fill counter silver boxes. NOTE: Place reserve boxes of silver under counter.

8. Remove napkins from cart and fill counter napkin holders. NOTE: Place several reserve packages of napkins under counter.

9. Check cleanliness of glass shelves. (see Operation Sheet: "TO CLEAN GLASS SHELVES")

10. Check cleanliness of metal surfaces. (see Operation Sheet: "TO CLEAN STAINLESS STEEL")

11. Arrange supply tables and shelves with necessary supplies. NOTE: Ask supervisor which utensils are needed.

12. Roll dish lowerators from dishroom to proper place back of counter line. Plug into outlets if to be heated.

13. Place any other dishes and bowls to be warmed in warmers. Place those dishes and bowls which must be cold in the refrigerator.

14. Place relishes, butter squares, jelly and other condiments used and crackers in the proper places in proper recepticals.

15. Place baker's bread in proper place on counter. Go to baker's area for hot breads. (see Operation Sheet: "TO SET UP A BREAD COUNTER")

16. Post individual price cards in proper places along counter.

17. Set up dessert counter. (see Operation Sheet: "TO SET UP A DESSERT COUNTER")

18. Set up salad counter. (see Operation Sheet "TO SET UP SALAD COUNTER")

19. Make coffee. (see Operation Sheet: "TO MAKE COFFEE WITH A SILEX")

20. Obtain container and fill it from ice machine. Set it in proper place on counter. Remove tongs from cart and lay next to ice.

21. Set up iced tea service. (see Operation Sheet "TO PREPARE AND SERVE ICED TEA")

22. Place serving utensils in the proper places on serving counter near the food it is to be used to serve.

23. Obtain cream from refrigerator. Set up creamer at beverage counter.

24. Check menu boards. (see Operation Sheet: "TO PREPARE A MENU BOARD")

25. Have instructor or supervisor check work.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO PACK ICE ON SALAD COUNTER FOR DISPLAY

Objective

To learn the correct method for packing ice on a refrigerated plate for serving salad.

Introduction

A salad supplies vivid color, delicious flavor, different textures, and valuable vitamins and minerals. Throughout the year a variety of salad foods are available. The attractiveness of a salad is largely determined by the size and shape of the food pieces used, the color combinations, and the size and shape of the servings. Most salads are more acceptable when served thoroughly chilled. Therefore, it is important that the prepared salad is served attractively and be served chilled. The most effective way to do this is to set the prepared salads on a packed bed of ice.

Procedure

1. Set regulators on refrigerated plates to proper temperature. NOTE: All cold foods are kept 40 degrees or below.

2. Secure bucket and scoop from under salad counter.

3. Carry to ice maker.

4. Holding scoop in right hand, open door of ice maker and fill bucket with ice full enough for easy carrying.

5. Carry filled bucket and scoop to the salad counter.

6. Empty ice onto the refrigerated plate.

7. Secure clean, white gloves from rack under salad counter to protect hands from cold.

8. Spread ice evenly over the refrigerated plate and pack firmly.

9. Repeat steps 4, 5, and 6 until the necessary amount of ice has been secured.

10. Pack the bed of cracked ice firmly between each addition of ice. NOTE: Use wooden paddle to form solid sides while pressing down top with hands.

11. Drain off excess moisture by releasing valve at bottom of cold plate.

12. Spread the top of the ice evenly to form a secure base for the salads.

13. Hang gloves to dry in provided place.

14. Return bucket and scoop to proper place beneath salad counter.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Task Sheet

SETTING UP A SALAD COUNTER

Equipment Needed	Materials Needed	Ingredients Needed
Bucket	Ice	Prepared salads on plates
Ice board		Garnishes
Scoop		Dressing
Ladles		
Clean wiping cloth		
Cart		

References

U. S. Department of Health, Education, and Welfare, Food Service Industry.
Review related Information Sheet: "COUNTER LINE SERVICE"

Procedure

1. Pack ice on counter. Review Operation Sheet, TO PACK ICE ON COUNTER.
2. Remove prepared salads on plates from refrigerator. Place on cart. Take cart to line.
3. Group salads according to kind. NOTE: Place meat, fish, and egg salads in one section, vegetable salads in another, and fruit salads in a third group.
4. Place salads on counter to provide contrast. Accent pale colors by placing them next to brighter colors.
5. Place salads of same size in row. Place plates together.
6. Separate glass and china plates by rows.
7. Keep plates in even rows both the length and the width of the counter.
8. Place salads so that the low side of the lettuce cup is toward the customer.

9. Put garnishes on the same side of each plate in a row.
10. Place bowls of salad dressing in assigned locations.
11. Replace salads as needed from the pass-through refrigerator directly behind cafeteria counter. NOTE: Maintain neat and orderly arrangement as you replace salads.
12. Remove spots of dressing and spills with clean damp cloth.
13. Have supervisor check your work.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Task Sheet

SETTING UP THE HOT FOODS COUNTER AND THE REFILL WARMER

Equipment

Counter dividers or sections
Selected containers
Counter covers
Wiping cloths
Serving utensils
Container for bones & wastes
Serving dishes
Small cutting board

References

U. S. Dept. of Health, Education, and Welfare, Food Service Industry, p. 128
Indiana Restaurant Assoc., Guide To Job Descriptions, Indiana Employment Security Division, Indianapolis, Ind., 1957, pp. 8-9.
Operation Sheet: "TO CLEAN STAINLESS STEEL"

Procedure

1. Read menu

2. Obtain the planned layout for the hot foods and recommended temperatures from supervisor.

3. Check temperature controls and adjust as necessary.

4. Plan arrangement of counter sections according to instructions and from checking of menu. NOTE: Type and number of sections varies with the quantity and variety of food items to be served.

5. Get cart and service trays from storage areas.

6. Assemble equipment and materials needed.

    a. NOTE: Use shallow containers for foods that break easily, served in single layer, or those served in smaller quantities.

b. NOTE: Deeper pans may be used for foods of thicker volume, as stew, etc., and for liquid foods as soups.

c. NOTE: Hot items are placed on steam table just before serving, at which time they may either be obtained from the cook or from the warming unit, as directed. The cook may have placed them in the warming refill unit as each item was completed.

7. Check cleanliness of metal surfaces. (see Operation Sheet: "TO CLEAN STAINLESS STEEL")

8. Remove container for bones and wastes from cart to shelf below meat carver's station.

9. Roll dish lowerators, or dish carts, from dishroom to serving position back of counter. Plug into outlets if to be heated.

10. Place proper serving utensils near the section in which they are to be used. Place carving board and carving knife and fork in front of roast to be carved to order.

11. From cart obtain 2 wiping cloths. Dampen lightly and place one on dish shelf at each end of steam table.

12. When time, place hot foods into proper places in steamtable. These are obtained from the cook's station and/or warming unit as directed. Aside from specific directions given by the supervisor, general directions for correct placement of hot foods on the steamtable are:

    a. A roast to be carved to order is usually placed in a long shallow pan next to the soup well, or first.

    b. A precarved item, as slices of meat laid overlapping or in servings in a shallow long pan is placed next to the roast.

    c. Other kinds of meat entrees are placed next in the steam table. Foods should be arranged not only with the more expensive meat entrees first, but to obtain interesting contrasts between "tall" foods like large roasts and "low" foods like individual casserole of an item.

    d. Potatoes and the gravy are usually placed next to the meat items.

    e. Containers of appropriate sizes and shapes should be used to merchandise or display vegetables to good advantage. A few suggestions are:

        1). Serve broccoli, asparagus spears and sliced zucchini in a shallow pan for better appearance and for less breakage.

2). Vegetables with more liquid content, as tomatoes, stay hot longer and are served more easily when placed in a deep container.

3). Obtain interesting contrasts by placing a darker-colored vegetable next to a lighter-colored one and vegetables of definite shape next to those of a more liquid consistancy.

13. See that the contents of the containers are arranged in an orderly and attractive fashion.

14. Garnish foods suitably and attractively. (Examples: parsley sprigs, lemon wedges, lettuce leaves, etc.) Check that garnishes are edible, clean, crisp and fresh, free from blemishes and of proper size.

15. Place appropriate counter covers on filled containers, from cart. At serving time, remove covers and place on lower shelf under steam table.

16. Wipe up any spilled foods or water from pans and steamtable with damp cloth immediately. Insides of serving pans should be neat and clean.

17. See that any accompaniments to be served with certain entrees are in appropriate containers and located near the entree. (Example: Crackers, special sauces, lemon slices, etc.)

18. Check food and counter for completeness before serving as compared with menu. Secure missing articles.

19. Check refills available in warming unit.

20. Have supervisor check work.

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FOOD SERVICE AREA

Operation Sheet

TO ARRANGE DESSERTS ON CAFETERIA COUNTER

Equipment Needed

Prepared desserts on appropriate dishes

References

1. U. S. Department of Health, Education and Welfare, Food Service Industry.
2. Review Related Information Sheet "COUNTER LINE SERVICE"

Procedure

1. Keep dessert counter immaculately clean.
2. Group the desserts according to type. NOTE: Reserve a section for fruit pies, one for cream pies, one for cakes, another for puddings and one for fruits.
3. Group varieties together within each section.
4. Arrange glassware and china so that a single row contains but one kind and size of dish. NOTE: Do not put large and small plates, or tall and low dishes in the same row.
5. Position the cake so that both the cake and the icing can be seen.
6. Arrange pieces of pie in even rows, with the points in line and toward the customers.
7. Place cookies and small cakes, served with puddings and fruits, on the same side of each dessert plate.

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Task Sheet

SERVING HOT FOODS AT THE CAFETERIA COUNTER

Equipment	Materials
Serving dishes	Prepared foods
Serving utensils	
Carving knife & fork	
Wiping cloths	
2 Pot holders	
Container for bones & wastes	
Tray	
Carving board	

References

U. S. Dept. of Health, Education, and Welfare, Food Service Industry, p. 128, 130-132.
West, Bessie B. and Wood, LeVelle. Food Service In Institutions, pp. 494-497.
Stokes, Food Service in Industry and Institutions
Indiana Restaurant Assoc. Guide to Job Descriptions, pp. 8-9, 19.
Operation Sheet: "TO HANDLE A PLATE".
Operation Sheet: "TO SET UP THE HOT FOODS COUNTER".

Procedure

1. Read menu
2. Consult with supervisor regarding desired size of portions and manner of serving hot foods specifically.
3. Check food and counter supplies with the menu for completeness before the service begins. (see Operation Sheet: "TO SET UP HOT FOODS COUNTER") Supply any missing articles.
4. Check on refills available in warmer unit.
5 Consult with supervisor regarding policy related to substitutions allowed on the special plate item. Also, inquire about policy regarding the manner of serving double portions.

6. When serving, use the proper sized and shaped dishes for the food being served as directed by supervisor.

7. When ready to dish up the food, observe the following points:
    - a. Pick up plate or dish in left hand. Keep thumb at edge of plate or dish.
    - b. Pick up serving tool in right hand.
    - c. Place foods within the rim of the plate or dish, not allowing the foods to extend over the edge.
    - d. Place relishes or other meat accompaniments next to the meat, on the opposite side of the plate from the potatoes. Keep meat serving to one side of plate.
    - e. Serve the appropriate gravy, sauce or accompaniment according to the menu.
    - f. Wipe any food particles or spillage from the rim of plate with clean damp cloth before handing it to customer.
8. Keep portions uniform.
9. Pass plate to the left down the counter.
10. Return serving tool to its proper position.
11. If serving soup, place heated bowl on underliner, fill bowl from filled ladle of soup, return ladle to proper position, and wipe off any spillage on underliner or bowl with clean damp cloth before handing soup to customer.
12. Keep counter and serving pans wiped neat and clean during entire serving period.
13. With a pleasant manner, ask the customer for necessary information to serve the food satisfactorily.
14. When appropriate, make suggestions about the food to the customer. (Examples: Special seasonal foods available that day, good combinations as sweet potatoes with the ham being served, etc.)
15. Keep the counter well supplied. Notify the "runner" when supplies are low and before they are all gone.
16. Maintain the attractive appearance of the counter by:
    - a. Exchange full refill pans for empty or almost empty ones.
    - b. Do not pour fresh refills into soiled pans on counter.

c. Do not put a few servings left in the original insert on top of fresh refill pans at steamtable.

d. Keep food scraped down along the sides of pans and containers to prevent drying and unsightliness.

e. Dish the food from the back of the pan (nearest employee) working toward the front of pan, and in an orderly system across the pan, so that the food will remain neat and attractive.

17. If serving utensil are not left in pans of food, rest soiled part of utensils on small dish on back of counter.

18. Change the menu sign as soon as the supply of a food is exhausted.

19. Give every customer efficient, quick, and courteous service with a smile.

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Operation Sheet

TO SERVE BREAD AT A COUNTER

Objective

To learn a correct method of setting up a bread counter.
To learn an efficient means of serving bread at a counter.

Introduction

In order that a bread counter look attractive and operate smoothly, it must be well orgainzed.

Procedure

1. Using a cart, secure the necessary equipment: tongs, necessary containers, plates and the prepared bread.
2. Place plates in the proper position.
3. Display breads, but be sure and keep them sufficiently warm.
4. Keep counter supplied at all times.
5. Ask customer for bread choice and the amount he desires.
6. Pick up bread with tongs, place bread on plate.
7. Keep counter free of crumbs.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO SERVE DESSERTS AT A COUNTER

Objective

To learn a correct and attractive means of setting up a dessert counter.

Introduction

To many people, the dessert is the highlight of the meal. Therefore, the dessert counter should be as well organized and attractive as possible.

Procedure

1. Secure necessary equipment from proper storage places. Assemble: serving spatula, cake server, scoops, ladles, serving spoons and wiping cloth.
2. Check with supervisor about the different desserts to be served.
3. Assemble prepared desserts.
4. Group desserts on the counter according to type.
5. Arrange like glassware and china together.
6. Place desserts in a position to attract the customers attention favorably.
7. Place cake so that both icing and cake can be seen.
8. Arrange pie slices in even rows with the points in line toward the customer.
9. Place cookies and small cakes served with puddings and fruit on the same side of each dessert plate.
10. Move back dishes to the front of the counter as customers are served.
11. Keep counter well supplied with all types of desserts available.
12. Inform runner of amount and kinds of desserts needed.

13. Keep counter wiped clean during service period.

14. Aid customer whenever special service is needed.

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Operation Sheet

TO ARRANGE AND SERVE BEVERAGES

Objective

To learn a correct method of setting up a counter for serving beverages.

Introduction

Nearly every person who uses cafeteria service selects a beverage. Therefore, it is important that this counter be well organized so that the customer can be served quickly and to his satisfaction.

Procedure

1. Procure a cart from the storage area.

2. Secure all necessary equipment: cups and saucers, glasses, tea pots, coffee, tea, milk, cream and cream containers, other beverages, lemon slices and ice.

3. Stock warmer with cups.

4. Check refrigerator for reserve cream.

5. Fill cream containers and arrange in designated place.

6. Arrange lemon slices attractively and place in designated place.

7. Keep coffee urn filled. See Operation Sheet "TO OPERATE A COFFEE URN"

8. Make iced tea. See Operation Sheet "TO MAKE ICED TEA".

9. Pour tea into iced tea container.

10. Prepare materials for making hot tea. See Operation Sheet "TO MAKE HOT TEA".

11. Check milk machine to see that it is in proper working order.

12. Check to see that other beverages are available and in designated places.

13. Have supervisor check work.

14. Keep counter supplied with one or two of each beverage choice. Be sure that all hot beverages are served hot, and that all cold beverages are served cold.

15. Keep counter neat and clean at all times.

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Operation Sheet

TO CLEAR AND TO CLEAN THE SERVING COUNTER

Equipment

Cart
Pot holders
Cleaning cloths
Cleaning solution
Water

References

1. Operation Sheet "TO CLEAN STAINLESS STEEL".
2. Operation Sheet "TO CLEAN GLASS".
3. Operation Sheet "TO REFRIGERATE FOODS".

Procedure

1. Procure all necessary equipment.

2. Take hot food to kitchen on cart. See Operation Sheet " TO REFRIGERATE FOOD".

3. Turn off steam tables and warmers.

4. Empty water from steam table according to directions. Caution: Be careful to stay well away from steam, also be cautious in handling hot water.

5. Put cold desserts, salads, milk and butter on a cart and take to the kitchen and refrigerate. See Operation Sheet "TO REFRIGERATE FOOD".

6. Put utensils and tools used at the counter on a cart and take to the kitchen.

7. Clean counter surfaces. See Operation Sheet "TO CLEAN STAINLESS STEEL".

8. Wash and polish the glass front and shelves of the display racks on both sides. See Operation Sheet "TO CLEAN GLASS".

9. Return equipment to the proper storage place.

10. Have supervisor check work.

11. Clear menu board and reset for the next day.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Task Sheet

SETTING UP A BUFFET TABLE AND EATING TABLES

Equipment

- Tables
- Table covers
- Table decorations
- Serving china, silver, glassware, etc.
- Chafing dish
- Napkins and linens
- Food containers
- Serving utensils
- Cart
- Creamer & sugar bowl
- Electric banquet urn with extension cord
- Candles & matches
- Wiping cloths
- 2 Hot pads

Materials

- Prepared hot and cold foods according to the menu
- Coffee
- Cream
- Sugar
- Ice

References

Better Homes & Gardens, Holiday Cook Book, pp. 154-155.
Sparks, Elizabeth H., Menu Maker and Party Planner, pp. 123-128.
General Mills, Inc., Betty Crocker's Cook Book, pp. 33, 48, 50.
Kinder, Faye, Meal Management, pp. 332-344.
Operation Sheet: "TO LAY A TABLE COVER"
West, Bessie B., and Wood, L., Food Service In Institutions, pp. 44-45.
Operation Sheet: "TO WASH HANDS"

Procedure

1. From the supervisor, obtain the following:
   a. Copy of the menu.
   b. The table, or tables, to be used.
   c. Desired location of buffet table in room. (see diagram)
   d. The table decoration to be used, also its location on the table.
   e. A list of specific china, silverware, glassware, serving bowls, hollowware, chafing dish, etc. desired.
   f. Plan for flow of traffic.
   g. Storage location of banquet supplies.
   h. Linen to be used.
   i. Coffee table arrangement.

2. Obtain cart from storage area.

3. Assemble needed equipment from storage areas.

4. Arrange serving buffet table (s) according to diagram. Place coffee table.

5. Wash hands. (see Operation Sheet: "TO WASH HANDS")

6. Lay the table covers (see Operation Sheet: "TO LAY A TABLE COVER")

7. Take table decoration from cart and place properly according to diagram or instructions.

8. Remove chafing dish from cart and place it on buffet table according to diagram. See that heating unit is ready for use.

9. Transfer plates from cart to buffet table, placing according to diagram. NOTE: stack no higher than six inches.

10. Lift banquet urn from cart to coffee table.

11. Transfer cups from cart to coffee table and arrange according to diagram.

12. Arrange table appointments on tables at which guests will sit to eat with the following items taken from cart: (see Operation Sheet: "TO LAY A TABLE COVER")
    - a. Table covers
    - b. Napkins
    - c. Silverware
    - d. Water glasses
    - e. Centerpieces

13. Roll cart with serving bowls and dishes to supply stations for them to be filled. Obtain hot main dish to place in chafing dish.

14. Return to buffet table with loaded cart. Transfer bowls and dishes of food from cart to proper place on table. (see diagram) Carefully put hot main dish item into chafing dish from supply-pan. Set pan back on cart when emptied.

15. Take matches from cart. Light heating unit under chafing dish. Return matches to cart.

16. Roll cart to kitchen. Fill sugar bowl and creamer and place on cart. Obtain serveral containers of freshly-made hot coffee. Set these on cart and roll it out to coffee table in dining room.

17. Pour contents from coffee containers on cart into banquet urn. Set containers back on cart. Set urn to "holding temperature" and plug into nearest outlet. Transfer sugar and creamer from cart to coffee table. (see diagram)

18. Obtain damp wiping cloth from cart and wipe up any spilled marks or items on coffee and buffet tables. Return cloth to cart.

19. Place serving utensils next to foods in which to be used. (see diagram)

20. Take matches from cart and light candles. Return matches to cart.

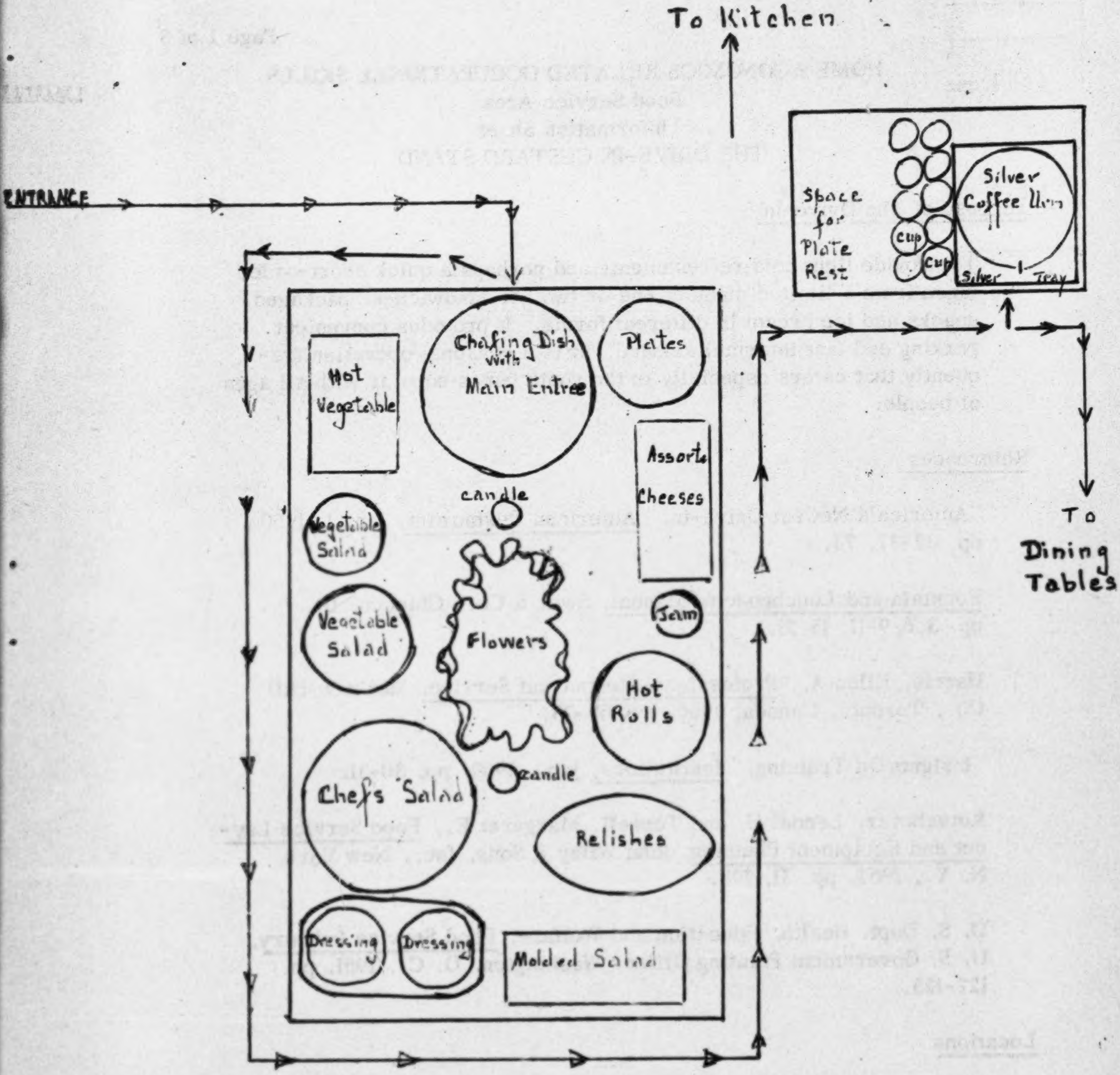
21. Roll cart to ice machine and obtain a container of ice. Also fill several pitchers with cold water. Return to dining room with cart, and these items.

22. Pick up bowl of ice and tongs from cart and place some ice in each water glass. Return ice to cart. Remove water pitchers and pour water into glasses. Return pitchers to cart.

23. Ask supervisor to check your work and to assign places for extra plates. Also, inquire about proper procedure for refilling food items when needed.

24. Roll cart to assigned place in kitchen where easily obtained if needed during the serving period.

25. Go to assigned place of service.



SAMPLE DIAGRAM

NOTE: Dessert served at dining tables by waitress.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
Food Service Area
Information Sheet
THE DRIVE-IN CUSTARD STAND

Purpose of The Drive-In

To provide light cold refreshments and perhaps a quick short-order lunch from a limited menu of one or two hot sandwiches, packaged snacks and ice cream in different forms. It provides convenient parking and fast informal service. It is a seasonal operation frequently that caters especially to the youth but is popular with all ages of people.

References

"America's Newest Drive-in," American Restaurant, Jan. 1, 1960., pp. 32-37, 74.

Fountain and Luncheonette Manual, Swift & Co., Chicago, Ill., pp. 3, 6, 9-11, 15, 21.

Harris, Ellen A., Professional Restaurant Service, McGraw-Hill Co., Toronto, Canada, 1966, pp. 69-75.

"Insights On Training," Institutions, Jan., 1969, pp. 30-31.

Kotschevar, Lendal H. and Terrell, Margaret E., Food Service Layout and Equipment Planning, John Wiley & Sons, Inc., New York, N. Y., 1961, pp. 31, 193.

U. S. Dept. Health, Education and Welfare, Food Service Industry, U. S. Government Printing Office, Washington, D. C., 1961, pp. 122-123.

Locations

They usually are located near a large school, in an area with heavy traffic going by, or near a shopping center.

Business Hours and Season Open

1. They frequently do not open until 10:30 A.M. and stay open until midnight.

2. The operation may run from March to November, weather permitting.
3. In states with milder winter conditions, the Drive-ins may remain open the year around.

Workers

The Drive-Ins which employ carhops, may furnish attractive uniforms. The usual Custard Stand or Drive-in that is completely self-service is more likely to require the female employees to furnish their own white uniforms and apron while paper hats and bib aprons are usually furnished for male workers.

Young attractive male and female workers are hired more often than older or middle-aged persons. Carhops usually depend upon tips from the customers served as part of their salary. A fast and informal type of service is rendered.

Menu

The menu usually consists of the following items:

Hot sandwiches. (Examples: Wiener on bun, Hamburger on bun &/or Barbecue on bun)

Bags of snack items. (Examples: Potato chips, Corn chips, Cheese puffs, etc)

Soft-serve ice cream in many forms. (Examples: cones, sundaes, frozen on sticks or in bars, parfaits, etc.)

Flavored milk shakes and perhaps coffee.

Two or more kinds of carbonated soft drinks.

Major Training Points

1. Preparation: Adequate preparation and setting-up of equipment and foods to be served so as to be ready to handle the rush of business when the doors are opened is very important.

2. Personal hygiene and sanitation: To help keep food wholesome, it is imperative that employees observe sanitary food handling. Ordinarily, the service area of the building is constructed to prevent flies and any contamination of food if correctly maintained.

3. Speed and accuracy: Fast service is expected from the employees by customers, so employees need to strive for this. Courtesy and good customer relations are required the employees if the business is to succeed. Workers also need to conduct themselves in a business-like manner and know how to handle cash accurately and with honesty.

4. **Preparation for future opportunities: Student who apply themselves and learn as much as possible will find that this work experience will give them confidence in future jobs, the work experience will enhance future job opportunities, and open their eyes to the variety of jobs existing.**

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Assignment Sheet

PRESERVICE DUTIES IN A DRIVE-IN

Introduction and Objectives

1. To learn the characteristics and goals of Drive-in types of food service.

2. To learn procedures in assembling the equipment to be ready for use, and the operation of it.

3. To learn the correct preparation of foods to be served.

4. To learn the proper sequence of setup tasks in the time available.

5. To gain an insight into the great importance of being well prepared and set up before opening doors to business.

References

Fountain and Luncheonette Manual, Swift & Co., Chicago, Ill., pp. 3, 6, 9-11, 15 21.
"America's Newest Drive-in," American Restaurant Magazine, Jan. 1, 1960, pp. 32-37, 74.
"Insights On Training," Institutions Magazine, Jan., 1961, pp. 30-31.
Harris, Ellen A., Professional Restaurant Service, McGraw-Hill Co., Toronto Canada, 1966, pp. 69-75.
U. S. Dept. Health, Education, and Welfare, Food Service Industry, U. S. Government Printing Office, Washington, D. C., 1961, pp. 122-123.
Instruction Manuals for specific equipment. (Examples: Bun warmer, Wiener cooker & warmer, Soft-serve Ice Cream machine, milk shake machine)

Assignment

1. After reading the references, be prepared to report on and discuss the following topics:

   a. General characteristics and goals of a Drive-in.
   b. The type of equipment frequently used in Drive-ins.
   c. The parking facilities and conveniences to customers.
   d. The speed of service to customers.
   e. The typical design of the buildings and their size.

   f. The type of menu served in Drive-ins.
   g. The skills and attitudes required to be a good employee in a Drive-in.
   h. How foods frequently served in a Drive-in are prepared.

2. After studying the instruction manuals of specific pieces of equipment, be prepared to report on and demonstrate, under the guidance of the teacher or supervisor, the operation, cleaning and reassembling of frequently-used pieces of equipment in Drive-ins. (Examples: Bun warmer, Wiener cooker & warmer, Soft-serve Ice Cream machine, Milk shake machine)

3. Tour the community and notice, for reporting, the following information:

   a. How many Drive-ins exist in the community?
   b. Where are they located?
   c. Give the general type of menu served in each one.
   d. From observation only, what volume of business did they seem to be doing during rush hours (as at the noon hour, between 5 and 6 o'clock in the evening or between 10:00 and 11:00 P. M. ?
   e. How did one Drive-in differ from another in the amount of self-service required of customers?
   f. Did any of the Drive-ins give as much service as given at the nicest restaurant in town?
   g. From your reading of the references given, what did you find were the general characteristics and goals of a typical Drive-in?
   h. What type of equipment is frequently used in Drive-ins?
   i. Is the food served more quickly to the customer in Drive-ins that it usually is in a restaurant?
   j. What style of architecture do the local Drive-in buildings follow?
   k. Is their design and size much different generally from that of the nicest restaurants in town?
   l. Why, do you think, the Drive-in buildings are the size they are?
   m. From your reading of the references given, what are the skills and attitudes required to be a good employee in a Drive-in?
   n. Is much china used in Drive-ins?
   o. From observation from the customer's side, how are foods frequently served in Drive-ins prepared?

2. The student will be asked to role-play a brief skit of an efficient employee preparing a hot food or of an ice cream dish to be served in a Drive-in.

3. The student may be called upon to give a demonstration, under the direction and guidance of teacher or supervisor of the operation, cleaning and re-assembling of a piece of equipment frequently used in a Drive-in.

4. One student is to present a skit of the situation probably encountered in a Drive-in when the doors are opened for business and sufficient preservice tasks have not been done.

5. A resource person, such as the owner or manager of a Drive-in, will be visiting the class to talk to the students about desirable grooming, appearance, attitudes and business-like conduct of good employees. The importance of knowing about portion control, standardization and costs encountered in a Drive-in business will also be discussed.

6. Several movies and filmstrips of how to prepare specific items will be shown.

7. Demonstrations of tasks and/or actions pertinent to a specific Drive-in job likely filled by a student-trainee will be given by the teacher-coordinator to observe and discuss.

PART III. DINING ROOM SERVICE

Opening Duties, Instructional Unit

Organizing a Side Stand, Instructional Unit

Performing Side Work Duties Instructional Unit

Setting a Table, Instructional Unit

Taking a Food Order, Instructional Unit

Serving Food Instructional Unit

Completing a Customer's Purchase Instructional Unit

Cash Registers Information Sheet

Cashiering, Information Sheet

Cashiering, Assignment Sheet

Closing Duties, Instructional Unit

Tipping, Information Sheet

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Instructional Unit

Opening Duties

Objective

To become familiar with procedures used when opening a food service establishment.

Introduction

Opening duties vary in different food establishments. Not all of these duties will be performed in every establishment but each duty will be performed in some food service establishment. Therefore it is necessary to be prepared to do any one or all of these duties.

References

The Correct Waitress, by Susan M. Dietz, Ahrens Book Co., 1965.
Food Service Industry: Training Programs and Facilities, U. S. Department of Health. Education, and Welfare, U. S. Government Printing Office 1961, pp. 86-87.
Professional Restaurant Service by Ellen Adeline Harris, McGraw-Hill, 1966, pp. 22-23.

Procedure

1. Turn on lights and necessary electrical or gas appliance, such as water urn toaster, etc
2. Check all table tops, chairs, counter tops, and stools, for alignment and cleanliness.
3. Fill individual creamers.
4. Check and fill, if necessary, syrup jugs, relish dishes, condiment containers.
5. Set up tables or counters.
6. Check salts and peppers and sugar bowls. Refill if necessary.
7. Check ashtrays and clean if necessary.
8. Prepare menus for use.

9. Fill ice bins.
10. Bring out the necessary food items - pastries, rolls, cakes, etc.
11. Check side stand supplies of cups, glasses, plates, and silver..

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Instructional Unit

Organizing a Side Stand

Objective

To learn how to organize an efficient side stand.

Information

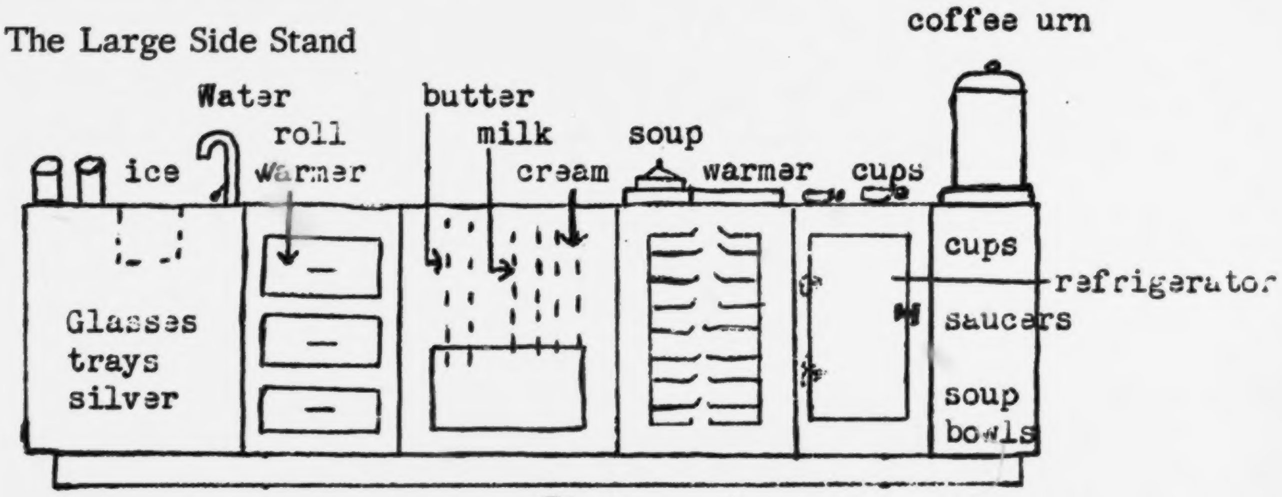
A side stand may be used for items not needing kitchen service. The size will depend upon its use. The system may vary but usually the side stand requires the following:

- Menus
- Folded napkins
- Ashtrays
- Condiments
- Crackers, melba toast
- Ice cubes, Ice water
- Butter (on ice)
- Side towels
- Underliners
- Cups and saucers
- Extra cutlery
- Matches and toothpicks
- Server check pad
- Pencils
- Linen
- Dishes
- Glasses
- Silver
- Milk
- Coffee urn and/or coffee warmer

The above supplies should be arranged according to order and frequency of use.

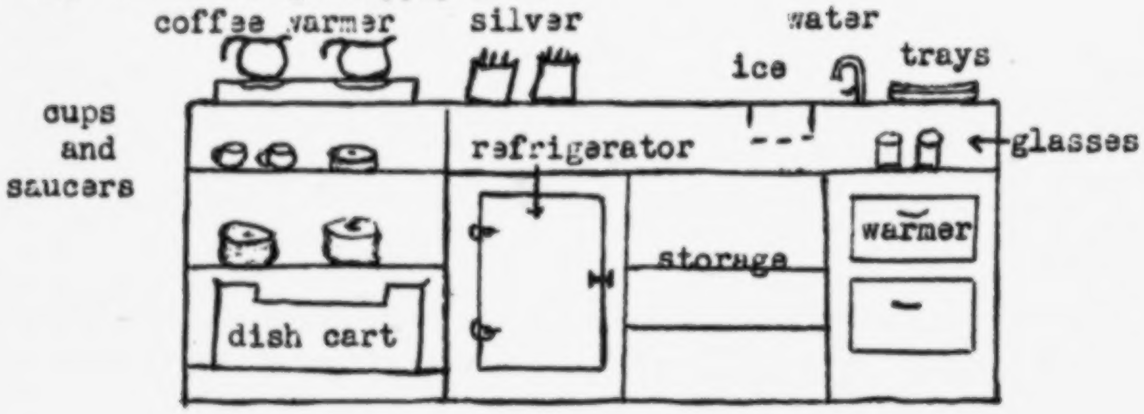
Illustrations of Side Stands

I. The Large Side Stand

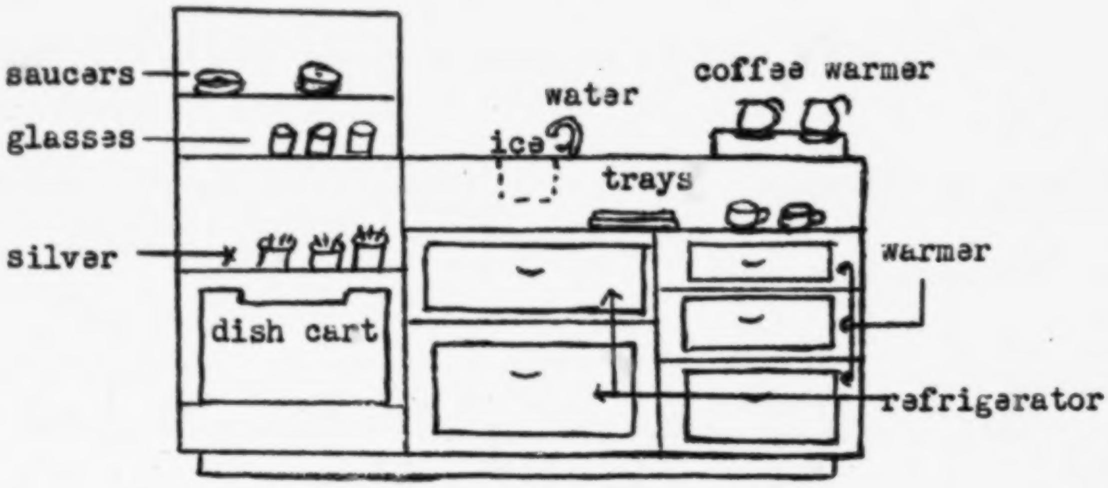


II. The Average Side Stand

B. The Average Supply Area



III. The Small Side Stand



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Instructional Unit

Performing Side-work Duties

Objective

To become familiar with side-work duties.

Introduction

Side-work duties vary. A waitress may do all of them daily or a few duties may be assigned daily. Some duties are done on a weekly basis. For an example, see Appendix G in A Task Unit Concept for ON-THE-JOB Training in Food Service by John Welch. Side-work duties are done before the dining room opens or during slack periods.

References

The Correct Waitress, by Susan M. Dietz, Ahrens Book Co., 1965.
Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare U. S. Government Printing Office, 1961.
Professional Restaurant Service, by Ellen Adeline Harris, McGraw-Hill, 1966.
A Task Unit Concept For ON-THE-JOB Training in Food Service, by John Welch, University of Missouri.

Procedure

Sugar Bowls
1. Wipe the outside of the container with a clean damp cloth.
2. When necessary, they should be emptied, washed, and refilled.
3. They should be kept free of lumps and foreign material.
4. If the container has a screw type lid, make sure that it is fastened securely.

Salt and Pepper Shakers
1. Wipe the outside of the container with a clean damp cloth.
2. When necessary, empty, wash, and refill the containers.
3. If the holes in the lid become stopped up, a toothpick may be used to unstop them.
4. Place a few grains of rice in the salt to help keep the salt free-flowing.

Condiment Bottles

1. Wipe the outside of container with a clean, damp cloth.
2. Wipe the top and inside of the cap with a clean, damp cloth to remove the gummy material.
3. The bottles should be emptied, washed and refilled as often as necessary.

Napkins

1. Check to see that they are clean.
2. Fold them carefully according to the style of the restaurant.

Menus

1. Any menus which become soiled or torn should be replaced.
2. When a guest receives a soiled menu, he will question the over-all standards of the establishment.

Individual Creamers

1. Empty and wash the creamers daily.
2. Make sure that the creamers are completely cool before refilling them.

Butter Pats

1. Keep a supply of butter pats cut and on ice.
2. Remember to handle butter with a proper utensil, never with fingers.

Serving Trays

These should be kept clean and dry at all times.

Ashtrays

If possible, these should be collected and cleaned after each use.

Beverages, Salads and Fruits

Preparation of these foods will usually depend upon the foods served in the establishment and the supplies and equipment which are available in the side stand.

Cakes

1. Cakes should be stored in an airtight container to keep them from drying out.
2. Cakes may be marked for individual servings but they should not be cut because cake dries out very quickly.

Pastry

Cut and place the individual servings on plates.

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FOOD SERVICE AREA

Instructional Unit

Setting A Table

Objective

To learn correct methods and techniques for setting tables.

Introduction

Table setting will vary in food service establishments depending upon the type of service used and the types of food served. However, there are basic methods and techniques which should be used in setting any table.

Reference

Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1961.

Procedure

I. The Cover

  A. A space about 24 by 15 inches is needed to set one cover.

  B. A cover is a one place setting of silver, china, linen and glassware.

II. Linen

  A. Doily or place mat

    1. Should be laid in the center of a cover 1" from the edge of the table.

    2. Silverware should be placed on the doily or placemat.

  B. Tablecloth

    1. Should be laid over a silence pad or directly on the table.

    2. The center fold should be up and an equal distance from the edges of the table.

3. The tablecloth should be free from wrinkles. holes and stains.

C. Silver

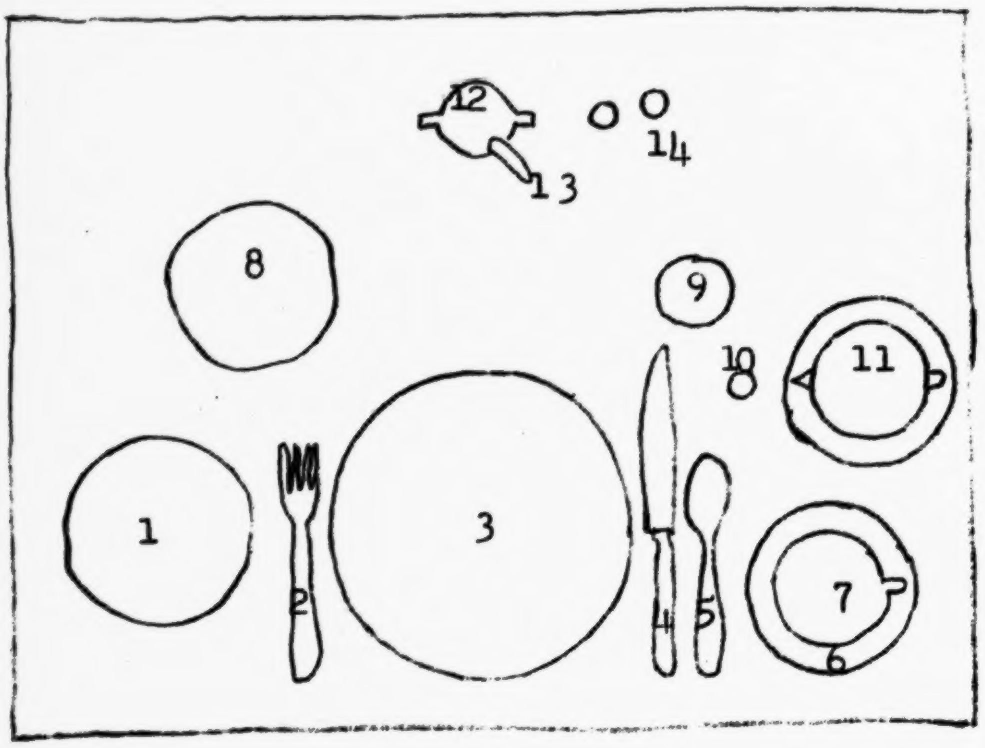
1. Knives and forks should be placed about 9 inches apart.
2. The rest of the silver is then placed to the right of the knife and to the left of the fork.
3. The silver should be placed in the order in which it is to be used beginning at the outside and proceeding toward the plate.
4. The silver should be perpendicular to the table edge and about one inch from the table edge.
5. Forks should be to the left of the cover with tines pointed up.
6. Knives should be placed to the right of the cover with the cutting edge toward the plate.
7. Spoons should be laid, bowls up, at the right of the knives.

D. Glassware and China

1. Bread-and-butter plate is placed at the left of the cover directly above the tines of the meat fork.
2. Water glasses are placed at the right of the cover immediately above the point of the dinner knife.
3. Sugar bowls and salts and peppers are usually placed in the center of small tables.
4. On large tables, salts and peppers and sugar bowls may be placed at equal distances down the center of the table.

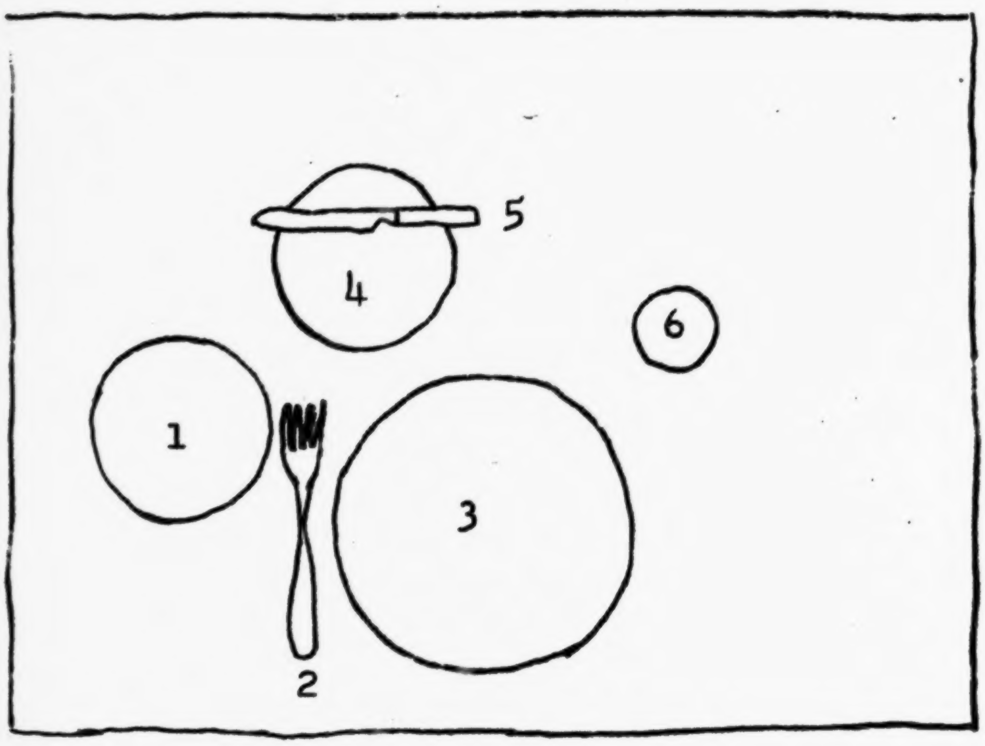
Illustrations

I. Cover Arrangement of a Main Breakfast Course



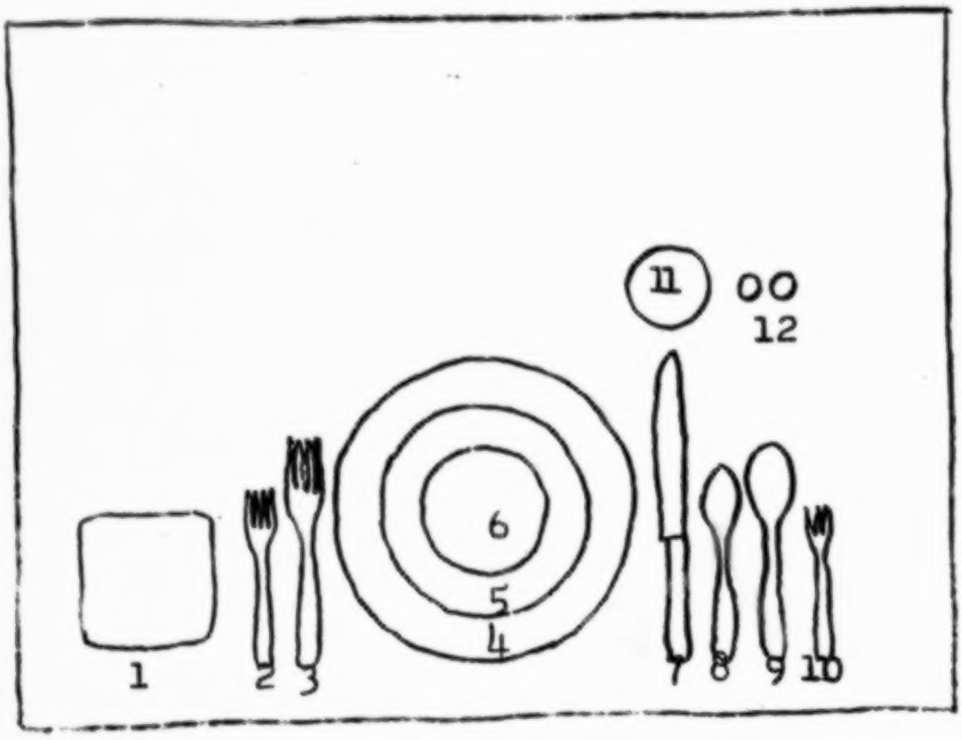
1. Plate of toast
2. Fork
3. Breakfast plate
4. Knife
5. Teaspoon
6. Saucer
7. Cup
8. Bread-and-butter plate
9. Water glass
10. Creamer
11. Coffee pot on underliner
12. Sugar bowl
13. Sugar spoon
14. Salt and pepper shakers

II. Cover Arrangement When Dinner Salad is Served as a Separate Course.



1. Plate of wafers
2. Salad fork
3. Salad Plate
4. Bread-and-butter plate
5. Butter spreader
6. Water glass

III. Cover Arrangement for Appetizer Course for Dinner.



1. Napkin
2. Salad fork
3. Dinner fork
4. Service plate
5. Underliner
6. Cocktail glass
7. Dinner knife
8. Teaspoon
9. Soup spoon
10. Cocktail fork
11. Water goblet
12. Salt and pepper shakers

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Instructional Sheet

Taking a Food Order

Objective

To become familiar with the procedure used in taking a food order.

References

The Correct Waitress by Susan M. Dietz, Ahrens Book Co., 1965.
The Essentials of Good Table Service, School of Hotel Administration, Cornell University, pages 2-15.
The Waitress and Waiter's Traindex, The Almark Company, Hollydale, California, page 6.
To The Tables, written by Heublein, Inc., 1959. Food Division, Hartford, Connecticut.
Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, pages 27-45.

Procedure

1. Read the days menu over and be familiar with any change in menu.
2. Know how to pronounce all words on the menu and know their meanings.
3. Know just exactly how the employer wants the checks made out.
4. Check to see if the carbon is in place between the top two order sheets.
5. Write orders clearly and accurately.
6. Do not erase an error. Draw a line through it and use another space.
7. Walk up to the table briskly and act as if you are delighted to serve the customer.
8. Greet the customer with a smile.
9. Set a glass of water in front of the customer as soon as he sits down.

10. Hand the customer an open menu.

11. Leave the table so the customer can read the menu.

12. Prepare the check with waiter's name or code, table number, and the number of persons served.

13. Return to the table in about two minutes. Stand to the left of the customer and ask him if he is ready to order. (Note: Do not rush the customer)

14. Begin with the host's order and proceed counter-clockwise around the table to the other customers.

15. If a couple is dining, it is customary to ask the lady's escort for her order.

16. Suggest additional items that may be substituted if the customer seems to be having trouble making a choice.

17. Repeat the order after the customer, so if there is any correction it can be made then.

18. Thank the customer.

19. Pick up the menu cards, so they are out of the customer's way.

20. Tear the carbon order from the order pad and place at the specified area for cook to fill.

21. Return with filled order promptly.

22. After setting food in front of the customer, check to see if everything is there that has been ordered.

23. Ask if everything is satisfactory.

24. When a customer has finished ordering, total the check. (NOTE: Add tax and any extra charges required. Make sure the figures are added correctly.)

25. Tear off the original copy of the order and place it face down to the customer's left.

26. Thank the customer.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Instructional Area

Serving Food

Objective

To become familiar with procedures used in serving food.

References

The Correct Waitress, by Susan M. Dietz, Ahrens Book Co., 1965.
Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1961.
Professional Restaurant Service, by Ellen Adeline Harris, McGraw-Hill, 1966.

Procedure

Timing the Order

1. The waitress should know the approximate time it will take to prepare an order. She will then be able to estimate at what time she should return to the service unit.

2. Everyone in a group should be served the same course at the same time.

3. There should be no lengthy time lapses between courses.

Assembling the Order

1. While the order is being filled, collect all the serving equipment which will be needed.

2. Collect all the cold accompaniments such as bread, crackers, relishes, butter and cream.

3. Pick up the cold foods.

4. Pick up the hot foods. When possible, cover the food to help retain the heat.

5. Hot foods and cold foods should not come in contact with each other.

Serving the Food to the Customer

Order of service

1. Banquet or formal groups:
   Start with the hostess or the guest of honor, serving counter-clockwise, always the next person to the right of the host or hostess, whether that person is a man or a woman.

2. Medium-sized, informal groups:
   Start with the hostess, if she is known. Otherwise, with the oldest woman and serve counter-clockwise.

3. Small, intimate groups:
   Serve the women first, then the men. Serve counter-clockwise.

Rules for any type of service

1. Provide heated plates for hot foods and chilled plates for salads and other cold food.

2. Rinse tea and coffee pots with hot water before filling them with hot beverages.

3. Never pour iced drinks into warm glasses.

4. Do not place butter on a warm plate.

5. Do not place soiled, chipped, or cracked glassware and china before a guest.

6. Do not place bent or tarnished silverware before a guest.

7. Do not lift glasses from the table to fill or refill: when they cannot be reached easily draw them towards you to a more convenient position.

8. Handle glasses with the stem or lower part of the glass. Never handle them with the part which comes in contact with the customer's mouth.

9. Fill beverage glasses only two-thirds full.

10. When pouring coffee, leave space for the cream.

11. Place each dish on the table with the four fingers of the hand under the lower edge and the thumb on the upper edge.

12. Hold silverware by the handles when it is laid in place. Be sure it is clean and spotless.

13. Place the silver necessary for a course just prior to serving.

14. Set fruit juice glasses, cereal dishes, soup bowls, and dessert dishes on small plates before placing them in the center of the cover.

15. Serve butter, cheese, and cut lemon with a fork.

16. Serve relishes, pickles, and olives with a fork or spoon, not with the fingers.

17. Refill water glasses whenever necessary during the meal.

18. Refill coffee on request and according to management policies. Bring more cream if necessary.

19. Refer to the instructional unit "Setting A Table" to find out where dishes and serving equipment should be placed on the table.

Rules for table service

1. Place and remove all food from the left of the guest.

2. Place and remove all beverages, including water, from the right of the guest.

3. Try not to reach in front of a guest, or across one person in order to serve another.

4. Use the left hand to place and remove dishes when working at the left side of the guest and the right hand when working at the right side of the guest. This provides free arm action for the server and avoids the danger of bumping against the guests arm.

5. Present serving dishes from the left side, in a position so that the guest can serve himself.

6. Place serving silver on the right side of the dish, with the handles turned toward the guest so that he may reach and handle them easily.

Rules for booth and wall table service

1. Serve everything with the hand farthest from the guest; use the right hand to serve a guest at your left and the left hand to serve a guest at your right.
2. Remove soiled plates with the hand nearest your guest while substituting the next course with the hand farthest from the guest.

Clearing the Table

1. After any course, dishes should be removed from the left side except beverage service which should be removed from the right side.
2. Platter and other serving dishes should be removed first when clearing the table or they may be removed as soon as they are empty.
3. The main-course plate should be removed first, the salad plate next, and finally the bread and butter plate.
4. Empty beverage glasses may be removed after the main course.
5. Water glasses should remain on the table and be kept refilled as long as the guest is seated.
6. Using a folded napkin crumb the table when necessary.
7. Hot tea and coffee should be left until the completion of the dessert course.
8. Replace soiled ashtrays with clean ones as often as necessary throughout the meal.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Instructional Unit

Completing a Customer's Purchase

Purpose

To become familiar with the duties of a cashier.

References

Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1961, pp. 109-119.
The Correct Cashier for Hotels and Restaurants, by Janet Lefler and Salvatore Calanese, Ahrens Book Company, Inc., 1960.

Procedure

1. Arrive a few minutes early to relieve the cashier on duty.
2. Receive the "Bank" from the manager and take it to the cash register. (NOTE: A "bank" is a sum of money depending in amount on the size of the operation.)
3. Open the cash register drawer.
4. Count the "bank" to make sure that the correct amount of money is there.
5. Begin with the bills. Count them and place them face up in uniform order.
6. Put the bills in the proper place in the cash register.
7. Pick up the pennies.
8. Remove the wrapper and count the pennies.
9. Place the pennies in the proper till in the cash register.
10. Pick up the nickels. Repeat steps 8 and 9.
11. Pick up the dimes. Repeat steps 8 and 9.
12. Pick up the quarters. Repeat steps 8 and 9.

13. Close the cash register drawer.

14. The cashier is now ready for the first customer.

15. Greet the customer cordially.

16. Receive the customer's sale's check and money.

17. Place the sale's check in the holder.

18. Place the money on the slab of the cash register.

19. Repeat the amount of the check and the sum received from the guest, as $3.38 out of ten.

20. Ring up on the cash register the amount of the sales check.

21. When placing the change in the customer's hand count up from the amount of the sale. (So, $3.38 out of ten becomes $3.38 and (2 cents) forty and (1 dime) fifty and (2 quarters) four dollars and (one dollar bill) five dollars, and (five dollar bill) ten.

22. Cordially thank the customer and ask him to come again.

23. Place the money received from the customer in the proper tills in the cash register. Close the cash register drawer.

24. At the end of the work period count the money in the cash register.

25. Add the totals of all the sales' checks received.

26. Subtract the total of the sales' check received from the amount of money in the cash register.

27. If no mistakes have been made, the result of step 23 should equal the amount of money which was in the "bank" at the beginning of the work period.

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Information Sheet

Cash Registers

Objective

To become familiar with cash registers.

Introduction

Cash registers vary greatly in their construction and operation. Therefore, the information on this sheet describes cash registers in general.

General Description of Cash Registers

Almost all cash registers contain:

1. Numeral keys for recording the amount of the transaction.
2. Special keys which indicate:
   a. "cash received" from customers.
   b. "cash paid out" for bills, services, etc.
   c. "no sale" used when necessary to open the cash drawer when no cash has been received or paid out.
   d. "voids" used when a mistake has been made in recording a sale.
3. Alphabet keys which designate the person operating the register, as cashiers A and B.
4. Every transaction is printed on a roll of paper type called the detail audit strip.
5. The customer's receipt or check may be printed on another roll of receipt paper.
6. A dateline to print the date on the check.
7. A customer counter to indicate the number of guests served.
8. An audit total by which the amount of total receipts is carried forward for the fiscal year.
9. A cash drawer to use for making change and keeping the money safe.

General Information About Cash Registers

Because cash registers differ in construction and operation, most managers will give the cashier specific instructions for the operation and care of his specific cash register.

The cash register is an expensive and complex piece of equipment. Therefore, it should be handled with care. If it is not working properly the manager should be notified so that he can have a qualified person repair it.

A cash register should be guarded carefully at all times. When it is not in use it should be locked. Although there may not be any money in the cash register, some thoughtless person may play with the keys and alter the audit total. The cash drawer may be left open to show that there is no money in it.

The cashier should use the "no sale" or "void"keys only when necessary. He must be able to account for all such transactions which are recorded on the audit total.

References

Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1961, pp. 109-119.
The Correct Cashier for Hotels and Restaurants, by Janet Lefler and Salvatore Calanese, Ahrens Book Company, Inc., 1960.
The National Cash Register Company, instructional materials.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Information Sheet

Cashiering

Objective

To become familiar with the duties of the cashier.

Introduction

In the past a cashier was a person employed to collect and record customers' payments. Today a cashier still collects and records customers' payments but he also plays an important part in an establishment's public relations.

Objectives of the Cashier

To accept payment for services in an efficient and friendly manner.

To develop good public relations for the establishment through personal contact with the customer.

Importance of the Cashier to the Food Establishment

The cashier is the final contact which a customer has with a food service establishment. It is his responsibility to leave a lasting memory of friendly warmth with the departing customer.

By developing speed and exactness and by being pleasant, the cashier can assure repeat business for the establishment. It is this repeat business which is the life-blood of the food service business.

Basic Duties of the Cashier

1. Greeting the customer.
2. Accepting and handling the sales check and money.
3. Making change.
4. Thanking the customer.

Additional Duties of the Cashier

1. The cashier should be able to converse pleasantly with the customers without encouraging them to linger at his desk.

2. The cashier may be in charge of answering the telephone. In this case, he should know and use proper telephone etiquette.

3. Because the cashier's desk is usually located near the entrance of the establishment customers will seek information from him.

   Therefore, he should be familiar with the surrounding area so that he can answer questions intelligently and correctly. For example, he may be asked about the nearest bus or train connections, how to reach points of interest, or the best routes to main highways.

   The cashier should also be familiar with the operation of the food service establishment in which he is employed. He may be asked questions about the menu, about special reservations, about banquets, and so on.

4. The cashier should also be able to recognize regular customers. By acknowledging their presence he makes them feel that their patronage is appreciated.

5. He should be familiar with the establishment's policies in handling complaints.

   An example would be: A customer who had been in the establishment earlier came back and told the cashier that he had given him a ten dollar bill but had received change for a five dollar bill. The cashier could handle this situation either of two ways depending upon the policies of the establishment.

   a. The cashier could refer the customer to the manager.

   b. He could take down the customer's name and address and explain that he would be contacted if a mistake is found when the cashier is checked out.

6. Know and follow the establishment's regulations about credit cards, traveler's checks and personal checks. Learn how to tactfully inform a customer that you can not accept that form of payment without offending him.

Importance of Good Work Habits

1. The cashier should be well-groomed so that the customer's final impression of the establishment will be favorable.

2. By always handling money a right way the cashier gains poise and confidence.

   Poise and confidence helps to eliminate mistakes and carelessness.

   "Accuracy" builds esteem in the eyes of the guest as well as the boss.

3. If a mistake is made, acknowledge the correction gratefully and immediately correct it.

References

Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1961, pp. 109-119.
The Correct Cashier for Hotels and Restaurants, by Janet Lefler and Salavatore Calanese, Ahrens Book Company, Inc., 1960.

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Assignment Sheet

Cashiering

1. Role play to show how a cashier would handle the following situations:

   a. A customer wants to know the best route to a main highway.

   b. A customer wants to cash a personal check which the establishment will not accept.

   c. A long-winded customer persists in talking to the cashier.

   d. A customer returns and says that he was given the wrong change.

2. Mr. Jones who looks very unhappy, approaches the cashier with a sales check that has not been totaled and a twenty dollar bill.

   Practice or role play:

   a. greeting the customer.
   b. accepting the sales check and money.
   c. making the change.
   d. thanking the customer.

3. Mr. Brown, a regular customer, approaches the cashier with his sales check and a ten dollar bill.

   Practice or role play:
   a. greeting the customer.
   b. accepting the sales check and money.
   c. making the change.
   d. thanking the customer.

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Instructional Unit

Closing Duties

Objective

To become familiar with procedures used when closing a food service establishment.

Introduction

Closing duties vary in different food establishments. Not all of these duties will be performed in every establishment but each duty will be performed in some food service establishment. Therefore, it is necessary to be prepared to do any one or all of these duties.

References

The Correct Waitress, by Susan M. Dietz, Ahrens Book Co., 1965, pp. 24-25.
Food Service Industry: Training Programs and Facilities, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1961, pp. 86-87.
Professional Restaurant Service, by Ellen Adeline Harris, McGraw-Hill, 1966, pp. 22-23.

Procedure

1. Remove all dining room set-ups.
2. Place equipment and supplies in proper place.
3. Remove soiled linen and place in proper area.
4. Reset the table for the next meal.
5. If the tables are not to be reset, all unused table cloths and napkins should be carefully folded and put in their proper place.
6. Clean dishes or silver should be returned to their shelves, trays or drawers.
7. Clean and refill salts and peppers.

8. Store salts and peppers in their proper place.
9. Repeat steps 7 and 8 with the condiment bottles.
10. Repeat steps 7 and 8 with the sugar bowls.
11. Repeat steps 7 and 8 with the syrup jars.
12. Empty and clean the ashtrays.
13. Return the ashtrays to the proper storage area.
14. Empty the ice containers and flush them with hot water and sal soda.
15. Empty and clean the coffee urns.
16. Rinse the coffee filters clean in cold water. Leave them to soak in clean, cold water.
17. Empty and clean the individual creamers.
18. Put the perishable foods into the refrigerator. Such foods are butter, cream, and pastries containing cream fillings.
19. Put cakes, crackers, bread, and rolls into covered containers.
20. Turn off or turn down electrical and gas appliances such as soup tureens, coffee urns, etc.
21. Replenish all side stand supplies, such as glasses, cups, saucers, paper goods, etc.
22. Wash and dry table tops, counter tops, side stands, and trays.
23. Before leaving check to see that all duties have been performed.

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Information Sheet

Tipping

Objective

To help students to better understand the custom of tipping.

Introduction

In most retail fields, the good salesman is ultimately rewarded by his employer either by commission or by an increase of his salary. In the restaurant industry, monetary reward is in the form of tips.

Information

The waitress in a restaurant probably receives her reward for her efforts more quickly than does a worker in any other line of work. This reward comes in the form of tips which the customer leaves at the end of the meal.

A customer is not obligated to leave a tip. Customarily, a tip is left as a reward to the waitress for greater than normal effort. There is no set amount which should be left for a tip. However, the guest usually leaves 15% of the total bill as a tip for the waitress. The waitress who is careless or slow should and will receive a smaller tip. The waitress who does more, should and will receive more. The waitress' attitude toward her customer also may affect the size of her tip. The pleasant, congenial waitress who smiles and who tries her best to serve efficiently is more likely to receive an ample tip.

Although the tip is of prime importance to the waitress, it is not the only reason for making greater sales effort. This increased effort will undoubtedly increase the business of the restaurant which will in turn benefit the waitress.

Reference

Profits for You Through Increased Sales Effort, Charles D. Corwin, Jr., Food Service Field Representative, Hospitality Education Program, The School of Business, Florida State University, Tallahassee, Florida.

PART IV. FOOD PREPARATION

Beverages

Preparing Hot Chocolate, Task Sheet
Preparing Iced Tea, Task Sheet

Bread

Preparing Yeast Rolls, Task Sheet

Cakes

Mixing Methods for Butter Cakes, Information Sheet
Cakes, Assignment Sheet
Preparing Cup Cakes From a Commercial Mix, Task Sheet
Making Apricot Bavarian Cake, Task Sheet
Decorating a Frosted Cake, Task Sheet

Desserts

Making Quick Applesauce Dessert, Task Sheet
To Prepare a Banana Split Sundae, Operation Sheet
To Prepare a Baked Alaska, Task Sheet

Eggs

The Use of Eggs in Meals, Information Sheet
The Use of Eggs in Meals, Assignment Sheet
To Prepare Hard Cooked Eggs, Operation Sheet
Preparing Deviled Eggs, Task Sheet
Preparing a Puffy Omelet, Task Sheet
To Reconstitute Dried Whole Eggs, Operation Sheet

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How to Prepare Citrus Fruits, Information Sheet
To Prepare Strained Apricots, Operation Sheet

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Cooking Beef in Pressure Cooker, Task Sheet

Preparing Beef Stew, Task Sheet
Making Chili Con Carne with Beans, Task Sheet
Making Meat Loaf, Task Sheet
Making Swiss Steak, Task Sheet
Preparation of Ready-to-Cook Poultry, Information Sheet
Roasting Turkey, Task Sheet
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Pastry, Information Sheet
Pastry, Assignment Sheet
To Prepare Pie Crust, Operation Sheet
Finishing Crust for a One-Crust Pie, Task Sheet
Preparing Fruit Pies, Task Sheet

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Salads, Information Sheet
Salads, Assignment Sheet
To Wash Head Lettuce, Operation Sheet
To Prepare Leaf Lettuce for a Salad Base, Operation Sheet
To Make Single Celery Curls, Operation Sheet
Making a Combination Salad, Task Sheet
Preparing Waldorf Salad, Task Sheet
Preparing Mixed Fruit Salad, Task Sheet
Making 3-Bean Salad, Task Sheet
Making Potato Salad, Task Sheet
Gelatin Salads, Information Sheet
Gelatin Salads, Assignment Sheet
Preparing Molded Salad with Fruit, Task Sheet
To Prepare Cole Slaw, Task Sheet

Salad Dressing

Making Cooked Salad Dressing, Task Sheet
To Make Mayonnaise, Operation Sheet
To Make French Dressing, Operation Sheet

Sandwiches

Making Cheeseburgers, Task Sheet
Making Pigs-in-Blanket, Task Sheet
Making Pizzaburgers, Task Sheet
Preparing Salad Sandwiches, Task Sheet
Making "Sloppy Joes," Task Sheet

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Task Sheet

PREPARING HOT CHOCOLATE

Equipment

Trays
Aluminum kettle
Mixing spoon
Dipper
Wire whisk
Aluminum serving pitchers
Dishwashing equipment
Measuring cups

Supplies

Powdered milk
Water
Chocolate syrup
Sugar

Procedure

1. Prepare for work in kitchen. Refer to Operation Sheet, "To Prepare for Work."
2. Remove trays from tray storage area.
3. Take trays to assigned area and place on counter.
4. Using a tray, collect equipment from storage area and take to assigned work area.
5. Check with instructor for amounts of needed supplies.
6. Using a second tray, collect needed supplies.
7. Refer to Operation Sheet, "To Measure Liquid and Dry Ingredients."
8. Measure powdered milk, water, sugar and chocolate syrup and place in containers as instructed.
9. While kettle is on tray, place water in kettle.
10. Add powdered milk stirring constantly with a wire whisk.
11. Place kettle containing powdered milk mixture on burner on range.

12. Turn on burner under kettle to simmer position. Refer to Operation Sheet, "To Operate a Range."

13. Stir constantly with wire whisk until mixture simmers.

14. Add measured amount of sugar slowly, stirring constantly with wire whisk.

15. Add measured amount of chocolate syrup, stirring constantly with wire whisk.

16. Beat briskly with wire whisk until foam disappears.

17. Stir constantly with wire whisk until mixture simmers again.

18. Have hot chocolate checked by instructor.

19. Turn off heat under kettle.

20. Fill aluminum serving pitchers while holding with pot holder, using dipper.

21. Using pot holders place filled serving pitchers on burners set for low heat. Refer to Operation Sheet, "To Operate a Range."

22. Stir each pitcher with wire whisk every five minutes until serving time.

23. Collect all equipment not presently being used on equipment tray.

24. Wash equipment and equipment tray. Refer to Operation Sheet, "To Wash Dishes by Hand."

25. Replace equipment in correct place.

26. Clean working area as instructed.

27. Clean range. Refer to Operation Sheet, "To Clean a Range."

28. Replace dishwashing equipment. Refer to Operation Sheet, "To Wash Dishes by Hand."

29. Have work checked by instructor.

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Task Sheet

PREPARING ICED TEA

Equipment

One-gallon pitcher
Iced Tea urn (2-gal. urn)
String
2 Hot pads
Empty container
Tall iced tea glasses
French knife
Small Cutting board
Pan for water
Small tongs
Ice tongs
Wiping cloths
Bowl for ice

Materials

Lg. (gal. size-2 oz.) tea bags
Fresh boiling water
Cold water
Ice
Lemons

References

Kotschevar, Lendal H., Quantity Food Production

West, Bessie B. and Wood, LeVelle, Food Service in Institutions

Operation Sheet "To Cut Lemon Wedges."

Procedure

1. Ask supervisor the amount of iced tea needed.

2. Obtain cart and trays from storage areas.

3. Assemble equipment and tea bags on cart and trays.

4. Roll cart to cook's station. Obtain a pan to boil water in.

5. Take gallon measurer from cart and run freshly-drawn cold tap water into it. For each gallon of iced tea needed, measure out one quart cold water. Pour measured water into pan and set pan on high flame. Cover pan with lid. Return measuring pitcher to cart.

6. Roll cart to serving station where iced tea urn is located.

7. Take gallon can from cart, fill it with hot tap water and pour the water into tea urn to rinse. Then draw all this water out of urn into measuring pitcher. Discard drawn water.

8. Pick up tea bags from cart (using one for each gallon iced tea desired) and place bag in bottom of tea urn.

9. Use string from cart to tie to tea bag string for extra length in holding bag strings and tags up out of iced tea. Tie end of string to outside handle of urn.

10. Return to kitchen with cart and pick up boiling water and set it on cart. Gently roll cart to iced tea urn. With use of hot pads from cart, remove lid from hot water. Pour hot water into urn. Return pan to cart. Put lid on urn.

11. Set timer for 6 minutes steeping of tea.

12. Meanwhile, get iced tea glasses from cart and set them on counter in proper place.

13. Transfer cutting board, French knife and lemons from cart to counter work space. Wash lemons off by friction with hands under cold running water from the faucet in sink.

14. On the cutting board, cut lemons in half lengthwise with French knife. Trim ends slightly if dark. Cut each half lengthwise into wedges approximately 1/2 inch thick. Pick up small china bowl from cart and fill it with the lemon wedges. Set bowl near glasses on counter. Immediately wash French knife by allowing warm running water from faucet to run over it while holding it vertically. Wipe dry with wiping cloth from cart. Return knife to cart. Do likewise with cutting board and return it to cart.

15. When timer rings, remove lid of tea urn and gently lift tea bags by string to top of urn. Allow bags to drain a few moments while untying string from handle with right hand while holding bag strings with left hand.

16. Reach for empty container on cart and quickly lift tea bags into it. Set container back on cart.

17. Take measuring can from cart and put freshly-drawn cold water from the tap into it. For each gallon of iced tea being made, use 2 quarts of this cold water. Pour water into tea urn. Cover urn with lid. NOTE: This amount of cold water allows for the preparation of extra strength tea to compensate when ice is used which tends to dilute the tea when melted.

18. Roll cart to kitchen. Discard used tea bags and rinse container and place on lower shelf of cart. Return pan to cook's station. Return cutting board

and French knife to proper storage places.

19. Roll cart to ice machine. Pick up bowl from cart and fill with ice. Roll cart back to iced tea glasses on counter.

20. Place tongs on top of ice and set ice bowl on counter next to glasses. Place small tongs in bowl with lemon wedges.

21. Return cart to storage area.

22. Ask supervisor to check work.

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Task Sheet

PREPARING YEAST ROLLS

Equipment Needed

Bakers scale
Mixer
Mixer Bowl
Dough hook
Cart
Gallon measure
Bun pans
Pastry brush
Portion scale
Spatula

Ingredients Needed

Warm water
Dry granulated yeast
Butter (soft)
Dried eggs
Salt
Dried milk
Sugar
Flour

References

Recipe for Yeast Rolls
Kotchevar, Quantity Food Production, pages 393-450

Procedure

1. Get out the needed equipment in the baking area.

2. Bring the dried eggs from the refrigerator to the baking area.

3. Bring the mixer bowl and the dough hook from the storage rack to the mixer and put in place. Review Operation Sheet "To Use Mixers."

4. Measure the needed amount of warm water and place in mixer bowl.

5. Weigh the remaining ingredients and add to water in mixer bowl. Review Operation Sheet "To Measure with Scales."

6. Start machine. Set on No. 1 speed.

7. Gradually lift bowl and mix on No. 1 speed until the flour is mixed--about 1 minute.

8. Turn to No. 2 speed and mix until dough leaves sides of bowl--10 to 15 minutes.

9. Let dough rest 10 minutes.

10. Bring bun pans from wire storage rack to the bakers table.

11. Grease bun pans with pastry brush.

12. Light stack ovens. Review Operation Sheet "To Operate Stack Ovens."

13. Set oven temperature at 400°F.

14. Divide dough using portion scale.

15. Place dough into pans.

16. Cut with roll divider.

17. Let rolls rise until double in volume.

18. Place bun pans in oven.

19. Bake at 400°F. Refer to recipe for time required.

20. Take pans out of oven.

21. Using pastry brush, brush rolls with butter.

22. Loosen rolls from pan using spatula.

23. Place pans on cooling rack.

24. Clean the equipment used and store properly.

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Information Sheet

MIXING METHODS FOR BUTTER CAKE

Introduction:

The distinction must be made between methods of mixing cakes for success in using recipes.

Information:

The usual methods for combining ingredients for butter cakes are known as the conventional method, or sugar-butter process, the dough-batter method, and the muffin method.

(1) The conventional method of combining ingredients for butter cakes consists of creaming the fat and sugar and adding the beaten eggs and then the sifted dry ingredients alternately with the liquid. Best results are obtained when the fat and sugar are thoroughly creamed and the dry ingredients are well mixed before being added to the creamed fat and sugar.

(2) The dough-batter method of making butter cakes is used successfully in quantity production. This quick-mix or one-bowl method became popular with the common usage of hydrogenated fats to which an emulsifier had been added, thus eliminating the necessity for the creaming of the fat and sugar. Also such fats can carry a high ratio of sugar to fat, producing a sweet fine-textured cake. This method requires little time, few utensils, is easy to follow through, and yields a highly desirable product. The finished cake tends to be slightly smaller than those made by some other methods, but the uniformity of the cells is quite marked and the velvet texture is an outstanding characteristic.

Detailed procedures of dough batter follow:

Method I. Dough Batter

Cream fat, flour, and baking powder 2 minutes, low speed.
Scrape the bowl.
Continue to mix 3 minutes.
Add sugar, salt, and 2/5 milk.
Mix 2 minutes, low speed.
Scrape the bowl.
Continue to mix 3 minutes.
Add egg and vanilla to remaining milk and add 1/2 this mixture to bowl.

Mix 30 seconds.
Scrape the bowl,
Mix 1 minute.
Add remaining milk-egg-vanilla.
Mix 1 minute.
Scrape the bowl,
Mix 2 1/2 minutes.

Method II. Dough Batter

A modification of this method, in which the baking powder is added after the flour and fat and creamed, is also satisfactory for use in quantity cake making. This method is widely used by commercial bakers. It yields a product similar to the straight dough-batter method.

Method III. Dough Batter

Adding the baking powder to the beaten egg white and incorporating this in the final step of mixing gives cakes of high quality in both series. However, this method requires more time and effort in mixing, and there is greater chance for variation in manipulation than in the straight dough-batter or the modified dough-batter method.

The cakes with a higher proportion of eggs and fat, or more expensive cakes, score higher than the inexpensive cakes regardless of the methods used. This seems to indicate that the problem of mixing, in order to obtain a satisfactory cake, is greater for an inexpensive cake than for a more expensive cake which contains a higher proportion of fat and eggs.

(3) The muffin method of combining ingredients may also be followed in making cakes. This method is quick and most successful if the cake is to be used soon after baking. The muffin method of procedure requires quick work and an avoidance of overmixing. In quantity preparation the dry ingredients are weighed and thoroughly mixed in the bowl of the mixing machine.

The eggs are beaten until foamy, and then the milk is measured and combined with the eggs. The melted fat may be added to this mixture unless the temperature of the milk is low enough to solidify the fat on contact. The milk and egg mixture is poured into the bowl of dry ingredients and mixed with them until all particles of flour are moistened. If the melted fat has not been combined with the milk mixture, it may be added during the last few turns of the mixer beater.

Mixing on the low speed of the machine is continued only long enough for all dry ingredients to be dampened by the liquid mixture. The batter may be lumpy, but such a condition should cause no feeling of alarm, as danger lies more in overmixing than in under-mixing of the batter. The loss of carbon dioxide is proportionate to the length of time the batter is mixed. With the present emphasis on the use of mixes, the method of combining may be modified by cutting the fat into the dry mix before adding the liquid instead of adding the fat in melted form.

References

Griswold, Ruth M., The Experimental Study of Foods, pp. 408-433

Peckham, Gladys, Foundations in Food Preparations, pp. 350-353

Vail, Griswold, Justin, Rust, Food, pp. 341-367

West and Wood, Food Service in Institutions

Vocabulary and Definitions

hydrogenated fats -	the saturating or hardening of fats when an oil or soft fat is exposed to the action of hydrogen in the presence of nickel (which acts as a catalyst)
emulsifier -	a substance added to a food to stabilize an emulsion
solidify -	to make or to become hard
uniformity -	state of being consistent

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Assignment Sheet

CAKES

Introduction and Objective

It is important to have some basic knowledge of baking to bake quality cakes in quantity and for standardization. This lesson involves shortened cakes to include butter cakes.

Assignment

1. Read the references listed below.
2. Write out the answers to the study questions.
3. The problems and projects will be done during laboratory period as directed.

References

Griswold, Ruth M., The Experimental Study of Foods, pp. 408-433

Peckham, Gladys, Foundations in Food Preparation , pp. 350-356

West and Wood, Food Service in Institutions chapter - Cakes

Study Questions

1. What effects do eggs have on batter structure?
2. What is the most common proportion of baking powder to one cup of flour?
3. What is the primary purpose of mixing?
4. Name the three basic mixing methods for shortened cakes.
5. Tell the relationship of fat to tenderness of the cake.
6. What is the advantage of having ingredients at room temperature?
7. Name several flavoring materials for variations of shortened cakes.
8. Tell how to get the mahogany-red color in a chocolate cake.

9. Outline the steps of mixing for the conventional method of mixing.

10. What is the distinction of the modification called meringue?

11. Give the procedure for the quick mixing method.

12. Give the generalizations of the muffin method.

13. Discuss the relationship of pan size to quality.

14. Tell how to prepare a pan for the cake.

15. Are leavening materials increased when cakes are baked at high altitudes? Explain.

Problems and Projects

Using the butter cake recipe in The Experimental Study of Foods, bake a cake using the three basic mixing methods.

Cool and freeze each of these for later comparison and study.

Use the score card on page 430 of the above text as criteria for your evaluation.

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Task Sheet

PREPARING CUPCAKES FROM A COMMERCIAL MIX

Equipment

Trays
Muffin pans
Mixing bowl
Electric mixer
Liquid measuring cup
Measuring spoons
Spatula
Paper muffin cup liners
Ice cream scoop
Pot holders
Hot mats
Cake racks
Dishwashing equipment

Ingredients Needed

Cake Mix
Ingredients listed on cake mix box

Reference

Recipe on cake mix box

Procedure

1. Prepare for work in kitchen. Refer to Operation Sheet, "To Prepare for Work."
2. Obtain trays from tray storage area.
3. Take trays to dessert preparation area and place on counter.
4. Secure equipment from dessert preparation area and place on counter.
5. Obtain number of boxes of cake mix from storage area as instructed.
6. Refer to recipe on cake mix package.
7. Using a tray, collect needed additional ingredients from storage areas.
8. Take tray of ingredients to preparation area.

9. Refer to Operation Sheet, "To Operate a Range", paying particular attention to centering of rack in oven.

10. Check recipe to determine oven temperature for cupcakes.

11. Set oven at correct temperature. (Refer to Operation Sheet, "To Operate a Range.")

12. Place paper liners in muffin cups.

13. Refer to Operation Sheet, "To Increase or Decrease a Recipe."

14. Follow directions for mixing as given in recipe found on cake mix box.

15. Fill lined muffin pans with batter using ice cream scoop.

16. Open oven door and pull out center rack with a pot holder.

17. Place filled muffin pans on rack. (Refer to Operation Sheet, "To Operate a Range", for amount of space to leave around pans.)

18. Replace oven rack using pot holder and close door,

19. Bake as instructed in recipe.

20. Test for doneness as instructed.

21. When cupcakes are baked, remove from oven by pulling out rack with pot holder.

22. Using pot holders, remove pans from rack and place on hot mats for cooling as instructed.

23. After first cooling period, remove cupcakes from pan and place on cake racks for final cooling.

24. Frost cupcakes when completely cool. (Refer to Operation Sheet, "To Prepare Frosting" and Operation Sheet, "To Frost Cupcakes.")

25. Collect all equipment on equipment tray.

26. Wash equipment and equipment tray. Refer to Operation Sheet, "To Wash Dishes by Hand."

27. Replace equipment in the correct place.

28. Clean preparation area as instructed.

29. Replace dishwashing equipment, Refer to Operation Sheet, "To Wash Dishes by Hand."

30. Have work checked by instructor.

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Task Sheet

MAKING APRICOT BAVARIAN CAKE

Equipment Needed

Dish cloth
Dish towel
Double boiler
Measuring spoons
Mixing bowl
Mixing spoon
Three cup measure
Mixer
Bread knife
Spatula
Cake plate
Scraper
Spoon holder
Pot holder
Hot pad
Cart

Ingredients

Gelatin, unflavored
Orange juice
Sugar
Apricots, cooked and strained
Lemon juice
Salt
Cream, whipping
Angel food cake

Procedure

1. Using cart, assemble ingredients and equipment for the cake.
2. Wheel cart to mixing area and unload the ingredients and equipment onto the work counter.
3. Refer to recipe for proportions, timing, and temperatures.
4. Place the fouble boiler on work counter near the worker.
5. Using measuring spoons, measure the gelatin into top of the double boiler.
6. Using measuring cup, measure orange juice into top of double boiler. Refer to Operation Sheet, "To Squeeze Orange Juice."
7. Remove top of double boiler from bottom of double boiler and set top of double boiler on the counter.
8. Place a hot pad on the counter.

9. Place bottom of the double boiler on hot pad on the counter and add four inches of hot water.

10. Place the top of double boiler containing orange juice and gelatin on the bottom of double boiler.

11. Using the mixing spoon, stir the orange juice until the gelatin is dissolved.

12. Place spoon on the spoon holder on counter top.

13. Using the measuring cup, measure the lemon juice. Refer to Operation Sheet, "To Squeeze Lemons."

14. Pour the lemon juice into the top of the double boiler.

15. Using the measuring spoon measure the salt.

16. Pour the salt into the top of the double boiler.

17. Weigh the sugar and strained apricots. Refer to Operation Sheets, "To Weigh Ingredients" and "To Prepare Strained Apricots."

18. Add the weighed sugar and apricots to top of double boiler.

19. Take top of double boiler to refrigerator and chill the contents.

20. Take bottom of double boiler to sink and pour out the water.

21. Place the bottom of the double boiler on the cart.

22. Remove the chilled apricot mixture from the refrigerator to the mixer. (Refer to Operation Sheet, "To Prepare Strained Apricots.")

23. Using the mixer, beat apricot mixture until frothy. Refer to Operation Sheet, "To Use a Commercial Mixer."

24. Remove the apricot mixture to the work counter.

25. Using the mixing spoon, fold in the whipped cream. Refer to Operation Sheet, "To Whip Cream."

26. Using the bread knife, slice angel food cake horizontally into three equal-sized layers.

27. Place the cake plate near the front of the counter work surface.

28. Place the bottom layer of the cake on the cake plate.

29. Using the spatula, spread apricot mixture on top of the bottom layer.

30. Place the middle layer on the bottom layer.

31. Using the spatula, spread apricot mixture on top of the middle layer.

32. Place the top layer on the middle layer.

33. Using spatula, cover top and sides of the cake with the apricot mixture.

34. Carry the cake to the refrigerator.

35. Open the refrigerator door.

36. Place the cake on the shelf in the non-freezing compartment.

37. Close the refrigerator door.

38. Return to the counter of the mixing area.

39. Clean the work surface. Refer to Operation Sheet, "To Clean Work Surface."

40. Place equipment and remaining ingredients on the cart.

41. Wheel the cart to the sink area.

42. Remove equipment from the cart to the sink.

43. Wheel the cart to the storage area for storage of remaining ingredients.

44. Store each where it belongs.

45. Wash the equipment. Refer to Operation Sheet, "To Wash Equipment."

46. Dry the equipment. Refer to Operation Sheet, "To Dry Equipment."

47. Place clean, dry equipment on the cart.

48. Wheel the cart to the storage area for the equipment.

49. Unload the cart and place each piece of equipment in its storage place.

50. Place the cart at the end of the counter.

Reference

Blair, Eulalia, Professionals' Recipe Master, 1967, Ahrens

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Task Sheet

DECORATING A FROSTED CAKE

Equipment	Ingredients
Serving cart	Milk
Large mixing bowl	Vanilla
Spatula	Salt
Measuring cups	White vegetable shortening
Measuring spoons	Food Coloring - green
Rubber scraper	Food Coloring - # 1
3 small mixing bowls	Food Coloring - # 2
Small plastic bowl with lid	Frosted Cake
Waxed paper squares	Powdered sugar
Small wet sponge	
Flour sifter	
Electric mixer	
8" or 10" turntable	
3 stirring spoons	
4 canvas decorating bags 1 with tip #98 attached 1 with tip #4 attached 1 with tip #2 attached 1 with tip # 104 attached tip # 67	
Cake carrier	
Recipe	

Procedure:

1. Prepare for work in the kitchen. Refer to Operation Sheet "To Prepare for Work."

2. Assemble all needed small equipment on counter in preparation center. These will be found in the drawers and cabinets in the preparation center.

3. Secure recipe from file on teacher's desk.

4. Get cart from end of counter in preparation center.

5. Take cart to staple cabinet.

6. Place all needed staples on the cart.

7. Go to refrigerator.

8. Collect needed perishables and place on cart.

9. Take back to preparation center.

10. Sift powdered sugar on waxed paper.

11. Measure sifted sugar and salt. Place into a large mixing bowl.

12. Measure shortening and add to the sugar and salt in mixing bowl.

13. Measure milk and vanilla. Add to above mixture.

14. Beat with mixer at medium speed until creamy. Refer to Operation Sheet, "To Operate a Portable Mixer."

15. Place turntable on counter.

16. Fill pastry bag with tip # 98 one half full of white frosting.

17. Put a shell border around the bottom edge of the cake. Refer to Operation Sheet, "To Make Cake Decorations."

18. Put a row of shell border around the outside edge of cake top.

19. Put some frosting into a small mixing bowl.

20. Add a few drops of green coloring - mix well.

21. Continue adding green coloring - a drop at a time- mix thoroughly until the desired color is reached.

22. Put green icing into pastry bag with # 4 tip.

23. Make five stems on the cake top.

24. Repeat step 19.

25. Add a few drops of color # 1 - mix well.

26. Continue adding drops of color # 1 into mixture - mix thoroughly until frosting is a pale color.

27. Put colored (# 1) icing into pastry bag with tip # 2.

28. Write message on cake.

3

29. Color remainder of icing a delicate shade of color # 2 using same procedure as # 25.

30. Put color # 2 icing into pastry bag with # 104 tip.

31. Make seven flowers on stems on cake top.

32. Remove ring from coupling on canvas bag with green icing.

33. Remove #4 tip.

34. Replace with # 67 tip.

35. Replace ring on coupling.

36. Put nine leaves on stems.

37. Get cake carrier from shelf above refrigerator.

38. Place cake into carrier.

39. Return to shelf above refrigerator.

40. Remove icing from bag with white icing.

41. Place on waxed paper square.

42. Fold paper around icing.

43. Place into plastic dish.

44. Repeat step # 40, # 41, # 42, and # 43 for green icing.

45. Repeat step # 40, # 41, # 42, and # 43 for color # 1.

46. Repeat step # 40, # 41, # 42, and # 43 for color # 2.

47. Place lid on plastic dish.

48. Place dish in refrigerator

49. Place all soiled dishes on cart.

50. Place all unused ingredients on cart.

51. Take cart to staple storage.

52. Put unused staples away.

53. Take cart to refrigerator.

54. Put unused perishables into refrigerator.

55. Take cart to cleaning area.

56. Clean equipment. Refer to Operation Sheet, "How to Hand Wash Equipment."

57. Put equipment in proper places.

58. Return recipe to file on teacher's desk.

59. Wipe cart and counter. Refer to Operation Sheet, "To Clean Counter."

60. Put dish towels in laundry.

61. Place cart at end of counter in preparation center.

62. Check floor. Refer to Operation Sheet, "To Clean Floor."

63. Have work checked by instructor.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Task Sheet

MAKING QUICK APPLESAUCE DESSERT

Equipment	Ingredients
Small mixing bowl	"Rice Chex"
Measuring spoons	Sugar
Measuring cups - nested	Cinnamon
Wooden spoon	Cinnamon Candy
Large sauce pan	Melted butter
Small sauce pan	Chopped almonds
Custard cups	Applesauce
Spatula	
# 12 scoop	
Stove with oven	
Trays	
Recipe	

Procedure

1. Prepare for work in the kitchen. Refer to Operation Sheet, "To Prepare for Work."

2. Assemble all needed small equipment on counter in preparation center. These will be found in the drawers and cabinets in the preparation center.

3. Secure recipe from file on teacher's desk.

4. Get tray from shelf at end of counter in preparation center.

5. Take tray to staple cabinet.

6. Place all needed staples on the tray.

7. Return to preparation center.

8. Place tray on counter in preparation center.

9. Collect perishables from refrigerator.

10. Take to counter in preparation center.

11. Set oven at 400 degrees F.

12. Measure cinnamon. Place in small mixing bowl.

13. Measure sugar. Add to cinnamon in small mixing bowl.

14. Blend mixture thoroughly.

15. Measure "Rice Chex." Add to cinnamon-sugar mixture.

16. Turn on stove. Refer to Operation Sheet, "How to Operate a Stove." Melt butter in small sauce pan. Use low heat. Turn off stove.

17. Measure and add to cinnamon-sugar-cereal mixture.

18. Stir with wooden spoon until cereal is thoroughly and evenly coated.

19. Measure almonds. Combine with cereal mixture.

20. Set to one side of counter until needed.

21. Measure applesauce. Put into large sauce pan.

22. Measure cinnamon candy. Add to applesauce.

23. Turn on stove. Refer to Operation Sheet, "How to Operate a Stove."

24. Cook over medium heat until candy is melted.

25. Turn off stove.

26. Place in custard cups using # 12 scoop.

27. Sprinkle 2 tablespoons cereal mixture on each dish of applesauce.

28. Place in oven.

29. Bake until applesauce bubbles and topping browns slightly - 10 minutes.

30. Remove from oven - Place on tray from counter. Set aside to cool.

31. Turn oven off.

32. Place unused staples on tray.

33. Take to staples storage. Put unused ingredients away.

34. Take tray back to preparation center. Put dirty dishes on tray.

35. Take to sink. Wash dirty equipment. Refer to Operation Sheet, "To Wash Preparation Equipment by Hand."

36. Put equipment in proper places.

37. Wipe tray. Put away tray on shelf at end of counter in preparation center.

38. Clean counter. Refer to Operation Sheet, "To Clean Counter."

39. Put dish towels in laundry.

40. Check floor. Refer to Operation Sheet, "To Clean Floors."

41. Have work checked by instructor.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO PREPARE A BANANA SPLIT SUNDAE

Objective

To learn the correct way to prepare a banana split sundae.

Introduction

An employee working at a soda fountain or in a Drive-in is frequently requested to prepare a banana split sundae. Teenage customers especially like this popular refreshment.

Procedure

1. Secure trays and cart from supervisor.
2. Collect all ingredients to be used and equipment needed including a banana-split dish, napkin and teaspoon from the storage areas. Place these on the trays on cart.
3. Peel banana and lightly scrape off any strings hanging on with paring knife taken from tray. Remove any spoiled parts, wasting as little as possible. Lay peeled banana on board on tray.
4. Holding banana between thumb and index finger of left hand, cut it in half lengthwise with the point of the paring knife.
5. Place one half of the banana on the left side of the banana-split dish taken from tray. Have cut side of banana face in. Place other half of banana, face in, on opposite side of dish.
6. Remove ice-cream dipper from insert located under a thin stream of running cold water.
7. Obtain a level dipper of strawberry ice cream (see Operation Sheet, "To Dip Bulk Ice Cream) and place it at one end of the dish, resting it on top of the banana halves.
8. Return dipper to insert.

9. Repeat steps 6 and 7 except using vanilla ice cream which is placed in the center of the dish.

10. Repeat step 8.

11. Repeat steps 6 and 7 except to use chocolate ice cream which is placed on the empty end of the dish.

12. Repeat step 8.

13. Lift the lid slightly of the fountain insert filled with crushed pineapple in syrup. Fill the 1 1/2 ounce ladle attached to the lid level full of this fruit.

14. Pour one ladle of the crushed pineapple in syrup over the strawberry ice cream in dish and over half of the vanilla ice cream.

15. Return ladle to insert and close lid.

16. Repeat step 13 except using the crushed strawberries in syrup.

17. Repeat step 14 using crushed strawberries in syrup and to pour them over the remaining half of vanilla ice cream and over the chocolate ice cream.

18. Remove aerated pressure can of topping from tray. Shake can slightly, remove lid and apply topping between ice cream mounds.

19. Remove bowl of chopped nuts from tray. Turn back part of the folding lid and fill the small service spoon inside heaping full of nuts.

20. Sprinkle the spoonful of chopped nuts evenly across the top of the ice cream dips.

21. Obtain small jar of red cherries from tray. Remove lid. With small tongs obtained from tray, lift a cherry out, holding it directly above and about 2 inches away from bottle opening a short moment to drain.

22. Place this cherry in center of mound of whipped topping between the vanilla and chocolate ice cream.

23. Repeat step 22 placing the second cherry between the vanilla ice cream and the strawberry ice cream.

24. Secure the mapkin and teaspoon from tray and set in place before customer.

25. Serve the banana split sundae immediately after completed in front of customer with napkin laid at the customer's left and spoon to the right of sundae.

26. Clean work area (see Operation Sheet, "To Clean Work Area'). Dispose banana peeling and wastes in garbage sack taken from service tray.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Task Sheet

TO PREPARE A BAKED ALASKA

Equipment

Cookie sheet
Small French knife
Spreader knife
Small spatula
Tall glass
Bowl for meringue
Ruler
Wire Cake Rack
Damp cloth
Cake server
Pitcher (about 2 1/2 cup)
Underliner for pitcher
Wax paper
Small sifter
Set measuring spoons

Ingredient

1 qt. box 3-flavored brick ice cream
1 layer (10 x 12 x 1 1/2 ") sponge cake
1 pt. jar chocolate sauce
1 recipe Pie meringue (5 whites)
Powdered sugar

References

Dessert Cook Book, Better Homes and Gardens, Meredith Publishing Co., 1960.

Institute Publishing Co., Thought for Food, Houghton Mifflin Co., Boston, Mass., 1946.

Procedure

1. Turn oven on to 450 degrees F. See that rack is in center of oven.

2. Obtain trays and cart from supervisor.

3. Collect all food items and equipment from storage areas, except ice cream which is left in freezer until ready to use.

4. Line up dessert plates on trays, ready to use; leave them on cart.

5. Remove cake and cookie from cart. (See Operation Sheet, "To Prepare a Songe Cake") Lay cake on cookie sheet.

6. Take ruler from tray to measure cake and ice cream in freezer.

7. Take French knife from tray and trim cake to one inch larger size than ice cream block.

8. From wax paper on tray, tear a strip approximately 7 inches wide and set aside.

9. Take small sifter from tray and set in in center of wax paper strip on table.

10. From box of powdered sugar on tray remove one heaping tablespoon sugar, with the measuring spoon lying on the tray, and put it into sifter. Set this aside. Return spoon to tray.

11. Obtain ice cream from freezer. Remove it from box and place it in center of cake.

12. Transfer small spatula and spreader from tray to table.

13. Lift bowl of meringue from tray. (See Operation Sheet, "To Prepare Meringue") Spread meringue on surface of the cake and ice cream with spreader. Spread meringue thicker on ice cream than on cake. Use small spatula to obtain desired effect of meringue on cake and ice cream.

14. Sift a thin film of powdered sugar lightly over the top of the cake.

15. Pick up a damp cloth from tray and wipe off any spoiled meringue or powdered sugar from cookie sheet.

16. Check to see that oven temperature is at 450 degrees F. (Oven signal light has gone off) Open oven door.

17. Lift cookie sheet into oven, placing it on the center rack. See that a space is left on all sides of sheet. Close oven door.

18. Set oven timer for 5 minutes.

19. Obtain chocolate sauce, pitcher and underliner from tray. Pour chocolate sauce into pitcher and set pitcher on underliner. Wipe any spilled sauce with damp cloth. Set aside.

20. Take tall glass from tray and fill it three-fourths full of cold water from faucet in sink. Set aside.

21. Transfer wire cake rack from tray on table.

22. When timer bell rings, pick up 2 hot pads from tray.

23. Open oven door and remove the sheet with baked item. Set it on wire cake rack.

24. Close oven door. Turn off oven.
25. Lift trays with dessert plates from cart and place close to baked Alaska.
26. Lightly mark top of cake into 8 even portions with tip of French knife.
27. Dip knife into water glass and drain knife a moment.
28. Cut end serving of the Alaska.
29. Pick up cake server from tray and use, with aid of French knife, to lift slice of Alaska onto dessert plate. Lay server down.
30. Repeat step # 27 before each slice.
31. Repeat steps # 28 and 29 for each of the remaining servings of Alaska.
32. Serve the dessert immediately.
33. Pick up dessert forks from tray and place one at left side of each serving.
34. Pass chocolate sauce.
35. Clean work area (see Operation Sheet, "To Clean Work Area") and return clean equipment and ingredients to trays on cart and return to storage areas.

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Information Sheet

THE USE OF EGGS IN MEALS

Objective

To give information in order to better utilize eggs in food preparation.

Introduction

The egg, with the capability of developing into a fowl, contains all the materials necessary for body building. Therefore, it can supply many vital elements for the well-being of humans. Since eggs are so important to health, they should be served often.

Information

There are many ways to prepare eggs when they are cooked alone: in the shell, either soft or hard; poached; fried; baked or shirred; scrambled; or as an omelet. When combined with other ingredients, eggs are used in the preparation of a wide variety of dishes, since they blend with practically all other foods.

PRINCIPLES OF PREPARING FOODS WITH EGGS

When Eggs are Cooked Alone. When eggs are cooked, the proteins in them become coagulated - or clotted - with the result that the egg becomes firmer. If the temperature used is relatively low, the cooked egg, although firm, has a tender texture. If the temperature of cooking is high, the coagulation of proteins is carried too far and the egg becomes tough and even rubbery. Prolonging the time of cooking eggs, even at low temperatures, also tends to have a toughening effect. Therefore, when cooking eggs alone, it is necessary to consider (1) the temperature, which should be relatively low; and (2) the cooking period, which should be no longer than is needed to give the degree of doneness that is desired.

When Eggs are Used to Thicken Liquids. When eggs are used to thicken liquids, as in custards, they are beaten slightly so they can be easily blended with the liquid. Then heat is applied. As the egg proteins become coagulated, the clot forms evenly all through the liquid. When this happens, the clot entraps the mixture and all other ingredients of the mixture to make a smooth and velvety thickened product.

As in the cooking of eggs alone, the temperature must be relatively low and the length of cooking time carefully regulated so that it is not extended beyond the time when the desirable thickness is obtained. If the temperature of cooking is too high or the time to long, the coagulated protein mass becomes rubbery, squeezes out some of the liquid, and gives the product a rough texture. The dish is said to be "curdled" and it is of inferior quality.

In custards. There are two types of custards: baked custards and soft, or stirred, custards. In both custards the ingredients and their proportions are the same, but they are cooked in different ways except that the temperatures used during cooking are relatively low for both.

For a baked custard, the raw mixture is poured into a baking dish or individual cups. The baking dish or cups are placed in a pan and surrounded with hot water to the depth of the custard. Then the pan is put in an oven at about 350 degrees F. The moderate heat of the oven and the hot water surrounding the baking dish or cups give just the right degree of heat to coagulate the egg proteins and cause the whole mixture, which is undisturbed as it cooks, to set in a thick, smooth, velvety mass.

For a soft, or stirred custard, the mixture is cooked in the top of a double boiler with the water in the bottom part held below boiling. The mixture is stirred constantly as it cooks in order to keep the egg uniformly applied to it. The finished custard is soft, compared to the baked custard, but it is thick, smooth, and velvety.

In both kinds of custards, cooking must be stopped when just the right amount of firmness or thickness has been reached. Otherwise, the undesirable curdled condition will result.

In sauces. As in the making of a soft, or stirred custard, sauces thickened by eggs require careful attention to temperature and time of cooking. The liquid in such sauces may be a fruit or vegetable juice, fish or meat stock, or a white sauce.

A precaution must be observed when following some recipes for custards and sauces if the recipes call for the use of hot liquid - milk, juice, stock, or white sauce. If the beaten egg is poured directly into the hot liquid, the egg proteins will begin to coagulate as they come into contact with the liquid, and the coagulated particles will give the custard or sauce a rough, curdled character. To prevent this uneven heating of the egg, a small portion of the hot liquid is stirred slowly into the slightly beaten egg to dilute it, and then this egg and liquid mixture is stirred into the rest of the hot liquid.

When Eggs are Used for Coating and Binding. Raw eggs have an adhesive quality which makes them useful for coating the outside of croquettes and pieces of food before they are fried. The food is dipped into slightly beaten eggs to coat it, and then it is dipped into crumbs, corn meal, or flour, which adheres to the egg. When the food is fried, the egg proteins in the coating becomes coagulated and so prevent the food from absorbing too much fat. Also, the coating makes a crisp outer surface and contributes some flavor to the product.

Another use for eggs based on their adhesive property is for binding several ingredients together, as in making meat loaf and vegetable loaves and croquettes. In this case, the amound of egg is so small that it is not necessary to observe the rule of low-temperature cooking.

When Eggs are Used as an Ingredient in Baked Products. Eggs are used in baked products to contribute to their framework. The proteins of the eggs, when coagulated, along with the coagulated gluten of the flour, give structure to such foods. Popovers, muffins, and angel food cake are examples. Eggs also add color and flavor to baked products.

When Eggs are Used to Introduce Air into Food Mixtures. When air is beaten into raw egg whites, a foam is formed. The air bubbles in the foam are surrounded by films of egg white, and the proteins in the egg white make the bubble films strong and somewhat elastic. Therefore, a large amount of air can be incorporated and held in the foam. With continued beating, the air bubbles become very fine, and the egg-white foam will still hold its shape when the beater is withdrawn slowly from it. When an egg-white foam is used as a recipe ingredient, the air captured in it expands if the mixture is heated. This causes the batter or dough to increase in volume until the heat makes the bubble walls firm by coagulating the proteins in them. The low temperature principle for cooking eggs permits considerable expansion of the air before the coagulation of the proteins is carried so far that the bubble walls are made more or less rigid. In this way, beaten egg whites serve as a means of introducing the leavening agent air into food mixtures.

If sugar is added while the egg whites are being beaten, a meringue is made.

A very sweet egg-white foam is used in making meringue shells. The shells are baked at very low temperatures - 250 to 300 degrees F, until they are thoroughly cooked throughout and slightly brown on the surface. The baked shells may be filled with whipped cream, ice cream, or fruit for party desserts.

The white of very cold eggs cannot be beaten to a foam as quickly or as well as those at room temperature. It is best to take the eggs from the refrigerator fifteen to twenty minutes before they are to be beaten. Another precaution to observe is to beat egg whites only a short while before they are to be used for, on standing, some of the white drips or leaks from them, and the volume decreases. Even if such a foam is beaten again, the quality is never quite so good as it was originally.

Egg yolks and whole eggs do not hold so much air as do the whites and so do not make such a good foam. The fat in the yolk interferes with the ability of either the yolk or the whole egg to retain air. Beaten yolks or beaten whole eggs may help to leaven batters and doughs that include other leavening agents besides air, such as butter cakes.

When Eggs are Used to Stabilize Emulsions. The making of emulsions is another use for raw eggs. An emulsion is made by beating oil and another liquid, usually vinegar or lemon juice, together so thoroughly that the oil is distributed as tiny drops all through the other liquid.

Temporary emulsions. This type of emulsion will separate on standing, and the oil will rise to the top and stay there until the mixture is beaten again. French dressing is an example of a temporary emulsion.

Permanent emulsions. This type of emulsion will not separate on standing. It is made when either egg yolk or whole egg is used with the two liquids. Then on beating, the egg surrounds the drops of oil somewhat in the same manner as it surrounds the air bubbles in an egg-white foam. The egg thus holds the oil drops evenly distributed throughout the emulsion so they do not rise to the top as the mixture stands. Mayonnaise dressing is an example of a permanent emulsion.

FROZEN EGGS

Commercially Frozen Egg Products. Commercially frozen egg products include whole mixed eggs, egg whites, egg yolks, and various blends prepared by the addition of other food ingredients. A U.S. Department of Agriculture inspection mark on a frozen package indicates that the product was prepared from wholesome eggs under sanitary conditions.

Frozen eggs are used mainly in the commercial production of baked goods, candy, noodles, and salad dressings, and for other large-quantity food preparation. They are not often found in retail markets, but, when attainable, can be used in place of shell eggs in thoroughly cooked dishes.

Freezing Eggs at Home. Eggs may be frozen and stored in the home freezer in quantities suitable for family use. A supply of frozen eggs is often a convenience. Freezing eggs when they are plentiful and low in cost may be economical.

Use only the highest quality eggs for freezing, and prepare only the quantity that can be handled without delay. Prepare eggs quickly and freeze promptly.

To freeze whole eggs, break clean, sound eggs into a bowl. Stir the eggs slowly to blend yolks and whites; do not beat. Put blended eggs through a food mill or medium-mesh strainer. Add 1/2 tablespoon corn syrup or sugar or 1/2 teaspoon salt for each cupful of eggs to prevent the yolks from becoming gummy during storage.

To prepare yolks for freezing separately, put them through a medium-mesh strainer or food mill. For each cup of liquid yolk, add 1 tablespoon corn syrup or sugar or 1/2 teaspoon salt; mix thoroughly.

Whites that are to be frozen should also be put through a medium-mesh strainer or food mill. It is not necessary to add anything to the whites.

Place the prepared egg in rigid moisture-proof containers of glass, plastic, heavily waxed cardboard, or metal. Allow headspace for expansion of the eggs as they freeze - one-half inch in half-pint or pint wide-top containers, three-fourths inch in narrow-top containers.

Seal the containers and freeze the egg immediately at a temperature of 0 degrees F or lower. Stored at 0 degrees frozen eggs retain their quality for 9 to 12 months.

Using Frozen Eggs. Thaw only the amount of frozen eggs needed at one time. A half-pint container will thaw overnight in the refrigerator. Because eggs spoil easily when they become warm, it is best to thaw frozen egg products in the refrigerator. If thawed eggs are not used immediately keep them in the refrigerator and use within 24 hours.

Frozen egg products, like dried egg solids, require thorough cooking to be safe. Use them only in baked foods or in mixtures that are cooked for a long time on top of the range.

In recipes, you can use 3 tablespoons of frozen whole eggs for one shell egg; 1 1/3 tablespoons of frozen yolk for one fresh yolk; and 2 tablespoons of frozen white for one fresh white.

DRIED EGG SOLIDS

Buying. Dried egg solids are prepared by removing 90 per cent or more of the water from fresh eggs. Dried egg products are available as whole egg solids, egg white solids, and egg yolk solids. A U.S. Department of Agriculture inspection mark indicates that the product was prepared from wholesome eggs under sanitary conditions.

Dried egg solids for home consumption are packed in 5 and 8-ounce containers. When buying dried egg solids, keep in mind these approximate equivalents:

8 ounces of dried whole egg solids = 16 large or medium whole eggs

8 ounces of dried egg yolk solids = 27 egg yolks

8 ounces of dried egg white solids = 50 egg whites

Food Value. Good-quality dried whole egg that has been properly stored has practically the same food value as shell eggs. It contains iron, Vitamin A, and protein of good quality - important materials for building blood and body tissue. It also has thiamine, riboflavin, and other essential B vitamins.

Proper Storage. Dried egg will stay sweet and mild in flavor for about a year if it is properly stored.

Keep unopened packages of dried egg in a dry, cool place (not over 55 degrees F), preferably in the refrigerator. Once a package is opened, put the unused portion into a container that has a close-fitting lid; cover the container and store it in the refrigerator or other cool, dry place.

Unless kept tightly covered, dried eggs take up moisture from the air and may absorb flavors from other foods. If dried egg takes up moisture in storage, it becomes lumpy and will not mix readily with liquid. Dried egg that develops a slight off-flavor need not be thrown away, this flavor may not be noticeable in baked products.

Using Dried Egg Solids. Dried egg products, prepared from high-quality eggs under controlled sanitary conditions, can replace shell eggs in many recipes. Occasionally, however, dried egg solids become contaminated with bacteria that can cause food poisoning. For this reason, dried egg products should be used only in dishes that are thoroughly cooked.

Some processors, however, maintain rigid bacteriological control to insure against contamination and specify on the label that the product is safe to use in uncooked or slightly heated preparations. Unless the label confirms this control, do not use dried egg products in egg-milk drinks, uncooked salad dressings, ice creams, omelets, soft custard puddings cooked on top of the range, or in other slightly cooked mixtures.

Baking affords the most thorough cooking of foods containing dried egg solids, but some foods can be safely cooked on top of the range if heated long enough. For example, scrambled eggs can be cooked on top of the range if prepared in quantities of no more than six portions and if stirred continuously over low heat until dry and crumbly. Noodles and dumplings made with dried egg solids can be cooked safely in a covered pan with the liquid boiling continuously for at least 12 minutes.

Cooking with Dried Egg Solids. Reconstituted dried egg solids can be used in the same way as shell eggs in any recipe that requires thorough cooking. It is often quicker and easier, to combine the dried egg powder with the other dry ingredients and then increase the liquid in the recipe by adding the amount of water needed to reconstitute the egg. This procedure can be followed for cakes, cookies, and quick breads, and for baked custards, puddings, and pie fillings.

Reconstituting Dried Egg Solids. Dried egg solids are reconstituted by blending with water. Reconstitute only the amount needed at one time.

To reconstitute: Sift dried egg solids. Place lightly in a measuring spoon or cup and level the top with a spatula or straight edge of a knife. Put lukewarm water in a bowl, sprinkle the dried egg solids over the water, and stir to moisten the egg. Then beat until smooth, scraping the egg mixture from the sides of the bowl as you beat. Use reconstituted egg immediately, or refrigerate and use within an hour.

Amount to use: The list of equivalents below shows the amoung of dried whole egg and the amount of water to use in place of a given number of shell eggs. Measure the dried egg and water carefully in a standard measuring cup or tablespoon.

Shell Eggs*	Dried whole egg, sifted	Lukewarm water
1	2 1/2 tablespoons	2 1/2 tablespoons
2	5 tablespoons	5 tablespoons
3	1/2 cup	1/2 cup
4	2/3 cup	2/3 cup
5	3/4 cup	3/4 cup
6	1 cup	1 cup
8	1 1/4 cups	1 1/4 cups
10	1 1/2 cups + 1 tablespoon	1 1/2 cups + 1 tablespoon
12	2 cups	2 cups

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*Large eggs weighing 24 ounces per dozen.

References:

Shank, D. E., Fitch, N. K., and Chapman, P. A., Guide to Modern Meals. New York: Webster Division, McGraw-Hill Book Company. 1964

Eggs in Family Meals, a guide for consumers, Home and Garden Bulletin No. 103, U. S. Department of Agriculture. Washington, D.C.: U. S. Government Printing Office. 1965

Cooking with Dried Egg, Home and Garden Bulletin No. 50, U. S. Department of Agriculture. Washington, D. C.: U. S. Government Printing Office. 1959

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Assignment Sheet

THE USE OF EGGS IN MEALS

Introduction and Objective

No food is more versatile than eggs. This unit features eggs cooked in many ways, and used in numerous functions in combinations with other foods.

Eggs are included in the Daily Food Guide. They are an important protein food, and also supply minerals, vitamins and fat. Because they are so essential for building and maintaining a strong healthy body and are so easily digested, they are one of our most valuable foods.

Learning to work with these valuable foods becomes imperative in order to have high quality food combinations.

Assignment:

1. Read the references listed below.
2. Answer the questions below by ______________________.

References

Lewis, Dora S., Peckham, Gladys C., Hovey, Helen S., Family Meals and Hospitality. New York: Macmillan Company. 1960. pp. 231-237.

White, Ruth Bennet, You and Your Food. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1966. pp. 60-80.

Information Sheet, "The Use of Eggs in Meals"

Study Questions

True-False

Directions: The following statements are either true or false. If the statement is true, draw a circle around the letter "T." If it is false, draw a circle around the letter "F,"

T F 1. Eggs are a good source of iron.

T F 2. Eggs are generally easy to digest.

T F 3. Dried eggs must always be reconstituted before using in a product.

T F 4. Eggs lose much of their food value when dried.

T F 5. There are times when the shells of eggs will be beneficial for their nutritional value.

T F 6. Only pure white eggs should be used for quality cooking.

T F 7. The difference in weight between size classes of eggs is three ounces.

T F 8. The shells of eggs will prevent the penetration of odors but not dirt.

T F 9. Grade B eggs should never be used for cooking.

T F 10. It is important that an omelet be served as soon as it is cooked.

T F 11. A green ring around the yolk after simmering is a result of the feed used and cannot be changed.

T F 12. Frozen egg whites generally have ingredients added to improve keeping qualities.

T F 13. A fresh egg has a shiny shell.

T F 14. Eggs should not be left in a hot car or hot kitchen, as heat lowers egg quality rapidly.

T F 15. Eggs beat up faster to larger volume when just taken from the refrigerator.

Completion

Directions: Fill in the blank (s) in each statement with the word (s) required to complete the sentence correctly.

1. Eggs are many times used as a substitute for ____________________.

2. Twelve medium size eggs will weigh about ________ ounces.

3. The grade of eggs is determined by their ________________ and ____________________.

4. Fried eggs will tend to be ________________ if fried in an excessive amount of fat.

5. When eggs are cooked alone, it is necessary to consider ________________ and ________________.

6. As egg proteins are heated, they ________________ or clot.

7. When food is dipped egg and then crumbs, the proteins in the egg prevents ________________.

8. When dried eggs are not tightly covered, the egg absorbs ____________ from the air and ____________ from other foods.

9. Eggs are rich in ________________ (a mineral) which the hair, skin and nails need in order to build their cells.

10. When possible, eggs should be cooked in a covered pan to prevent the loss of ________________, except in the case of eggs cooked in their shells.

11. The green ring around the yolk of boiled eggs may be eliminated by placing the eggs in _______ ____________ immediately after cooking.

12. Replacing water in dried-egg powder is called ________________ dried eggs.

13. Hot liquids or mixtures should be added slowly to the beaten eggs in order to prevent ________________.

14. Frozen egg yolks usually have ______________ or________________ added.

15. It is very important to remember that in whatever way dried eggs are used, they should be cooked ________________.

Listing

Directions: List the items called for in each of the following.

1. The various uses of eggs for cooking are:

A. ____________________ D.____________________

B.____________________ E.____________________

C.____________________ F.____________________

2. The four grades of eggs by U. S. standards are:

A.________ B.________ C.________ D.________

3. The six sizes of eggs and their weight per dozen are:

A.________ D.________

B.________ E.________

C.________ F.________

4. The most common methods of cooking eggs are:

A.________ D.________

B.________ E.________

C.________ F.________

5. Poor quality fried eggs can result from:

A.________

B.________

C.________

D.________

Short Answer

Directions: Briefly answer the following questions:

1. What is the purpose of the water surrounding the custard in baking?

2. Why is it desirable to use eggs that are cooked rather than raw?

3. Why does custard sometimes have a curdled appearance?

4. What deficiency disease develops as a result of insufficient number of red blood cells due to a lack of iron?

Some of these questions were from Chef, a course of Study, Department of Industrial Education, University of Missouri, Columbia, Missouri. pp. 57-60.

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Operation Sheet

TO PREPARE HARD COOKED EGGS

Objective

To learn a correct method of preparing hard cooked eggs.

Introduction

Hard cooked eggs are used in numerous ways - such as deviled, egg salad, as garnishes for meat and vegetable platters, combined with vegetables and meats in salads, and combined with white sauce and served on toast.

Perfect hard cooked eggs have firm, tender whites and moist, mealy yolks. If cooked improperly, the whites are tough and rubbery, and the yolks are dry. In addition, the yolks have a dark surface, as a result of a chemical reaction of the iron and sulfur content when eggs are cooked too long and at too high a temperature.

Procedure

1. Prepare for work. Refer to Operation Sheet "To Prepare for Work".
2. Go to food preparation area of unit kitchen.
3. Open drawer to the left of the sink.
4. Remove slotted spoon and lay on counter by sink.
5. Close drawer and open cabinet door directly below drawer.
6. Remove colander and place on counter by sink.
7. Get a pan with lid for cooking eggs. Lay lid on counter.
8. Close cabinet door.
9. Take pan to refrigerator.

10. Open refrigerator door.

11. Remove the number of eggs needed and place in pan.

12. Close refrigerator door.

13. Take pan of eggs to sink.

14. Turn on cold water to a medium flow.

15. Cover eggs in pan with water to about an inch above eggs.

16. Turn off cold water faucet.

17. Take pan of eggs to range and place on burner.

18. Cover pan with lid.

19. Turn heat to high temperature. Refer to Operation Sheet "To Operate a Range".

20. Bring eggs to boiling point.

21. Reduce heat until water is just simmering.

22. Let eggs remain in simmering water for 20 minutes.

23. Set timer for 20 minutes.

24. At end of 20 minutes, turn off heat.

25. Using a pot holder, take pan of eggs to sink.

26. Remove lid from pan, holding the lid between you and steam.

27. Place lid on counter.

28. Remove eggs from hot water with slotted spoon.

29. Place eggs in colander in sink.

30. Turn on cold water faucet to a medium flow.

31. Let cold water run over eggs for a moment - about 2 minutes.

32. Turn off cold water faucet.

33. Remove an egg from colander and tap gently on counter to crackle the shell.

34. Roll between hands to loosen shell.

35. Place egg in pan.

36. Repeat steps 33, 34 and 35 until all eggs have been tapped.

37. Turn on cold water faucet long enough to cover the eggs in pan.

38. Let eggs stand in cold water about 5 minutes.

39. Remove shells, starting at large end of each egg.

40. Place eggs in a refrigerator container.

41. Cover container with a lid.

42. Take container of eggs to refrigerator.

43. Open refrigerator door.

44. Place container of eggs inside refrigerator near top. Refer to Operation Sheet "To Refrigerate Food".

45. Close refrigerator door.

46. Return to work area.

47. Dispose of egg shells as instructed.

48. Clean equipment. Refer to Operation Sheet "To Wash Dishes by Hand".

49. Replace equipment in storage area.

50. Wipe preparation area with dish cloth.

51. Replace dishwashing equipment.

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Task Sheet

PREPARING DEVILED EGGS

Equipment

Knife
Fork
Spoon
Measuring spoons
Mixing bowls
Serving dish
Tray for ingredients
Tray for equipment
Aluminum foil
Dishwashing equipment

Ingredients Needed

Hard -Cooked eggs
Salt
Pepper
Dry mustard
Salad Dressing

Reference

Betty Crocker New Picture Cook Book

Procedure

1. Prepare for work in kitchen. Refer to Operation Sheet, "To Prepare for Work."

2. Remove trays from underneath counter in salad preparation area and place on counter.

3. Collect needed equipment from counter area and place on tray.

4. Using second tray, collect ingredients from refrigerator and general supply area.

5. Take tray of ingredients to preparation area.

6. Take knife from tray and cut hard-cooked eggs in halves lengthwise.

7. Slip out yolks into a bowl.

8. Mash yolks with fork, until all lumps are gone.

9. Mix in other ingredients with fork.

10. With spoon, refill egg whites with egg yolk mixture, heaping it slightly.

11. Place eggs on serving dish.

12. Cover with aluminum foil and refrigerate until serving time.

13. Cover salad dressing and return dressing to refrigerator.

14. Return staple foods to general supply area.

15. Collect equipment on tray and take to sink area.

16. Wash equipment and trays. Refer to Operation Sheet, "To Wash Dishes By Hand."

17. Replace equipment in correct place.

18. Wipe preparation area with dish cloth.

19. Replace dishwashing equipment.

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Task Sheet

PREPARING A PUFFY OMELET

Equipment	Ingredients
Rotary beater	Eggs
Bowl for egg whites	Milk
Bowl for egg yolks	Salt
Glass measuring cup	Pepper
Measuring spoons	Butter
Heavy skillet (not wooden handle)	
Spatula (turner)	
Tray for equipment	
Tray for ingredients	
Rubber scraper	
Platter for serving	
Pot holder	
Dishwashing equipment	

Reference

Betty Crocker New Picture Cook Book

Procedure

1. Prepare for work in kitchen. Refer to Operation Sheet "To Prepare for Work".

2. Go to food preparation center in unit kitchen.

3. Remove tray from underneath counter in food preparation area of unit kitchen.

4. Collect equipment from cabinets in kitchen and place on tray.

5. Place tray of equipment on the counter to the left of range.

6. Using second tray, collect ingredients from refrigerator and supply cabinet.

7. Place tray of ingredients on counter by range also.

8. Turn oven on to 350° F.

9. Break eggs and separate whites and yolks into bowls. Refer to Operation Sheet "To Separate Eggs".

10. With rotary beater, beat egg whites until stiff. NOTE: The whites will stand in soft peaks and are still glossy.

11. With the same beater, beat egg yolks until thick and lemon colored.

12. Beat into egg yolk, the milk and seasonings.

13. Turn on burner on range to low heat. Refer to Operation Sheet "To Operate a Range".

14. Place butter in skillet and place skillet on range burner.

15. Using rubber scraper, fold egg yolk mixture into egg whites.

16. Pour mixture into hot skillet on range.

17. Cook slowly until brown underneath (about 10 minutes). To test color, lift omelet slightly with turner at edge. NOTE: Bubbles will appear through uncooked puffy top and mixture will look moist.

18. With pot holder, place skillet in oven.

19. During baking time, collect un-used ingredients on tray and return them to refrigerator and supply cabinet.

20. Collect all equipment used and place on equipment tray.

21. Take tray of equipment to sink area.

22. Wash equipment and trays. Refer to Operation Sheet "To Wash Dishes by Hand".

23. Replace equipment in kitchen unit.

24. Wipe preparation area with dish cloth.

25. Check omelet. When done, it will be light brown on top and no imprint remains when touched lightly with finger.

26. Remove skillet from oven with pot holder and place on top of range.

27. With turner make 1/2 inch deep crease across top of omelet. NOTE: The crease should be halfway between handle and opposite side of skillet.

28. Slip turner under omelet, tipping skillet to loosen omelet.

29. Fold omelet in half without breaking.

30. Roll omelet top-side-down onto platter.

31. Garnish with hot sauce according to recipe.

32. Serve at once.

33. Wash skillet.

34. Replace skillet and dishwashing equipment.

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Operation Sheet

TO RECONSTITUTE DRIED WHOLE EGGS

Objective

To learn how to reconstitute dried eggs.

Introduction

In some recipes, the egg is reconstituted and then used as shell eggs are used. In other recipes, the dried egg is sifted with the dry ingredients.

Procedure

1. Prepare for work. Refer to Operation Sheet "To Prepare for Work".
2. Go to food preparation center in unit kitchen.
3. For equipment, go to cabinet to the right of the sink, which contains measuring equipment.
4. Open drawer.
5. Get the following equipment and place on counter:
    a. Small sifter
    b. Measuring spoons
    c. Spatula for leveling
    d. Wooden spoon
    e. Rotary beater
    f. Rubber scraper
    g. Roll of waxed paper
    h. Small scoop for dipping.
6. Close drawer.
7. Open cabinet door below drawer.
8. Reach in cabinet and get a small bowl and place it on the counter.
9. Close cabinet door.

10. Tear off a section of waxed paper about 12 inches long and place it on counter surface.

11. Go to refrigerator.

12. Open refrigerator door.

13. Reach in refrigerator and get can of dried whole egg solids.

14. Close refrigerator door.

15. Take can of dried eggs back to counter area.

16. Open can of eggs.

17. Hold sifter over waxed paper with left hand.

18. With right hand, dip into can of eggs with small scoop and pour scoop of egg solids into sifter.

19. Sift egg solids onto waxed paper.

20. Measure eggs with measuring spoons and spatula for leveling. Refer to Operation Sheet "To Measure Dry Ingredients".

21. Reach over to sink and turn on hot water faucet to a slow flow.

22. When lukewarm, measure amount of water needed. CAUTION: WATCH FOR STEAM BEFORE USING HANDS FOR TESTING TEMPERATURE OF WATER. IF NO STEAM ARISES, IT IS SAFE TO USE THE HANDS FOR TESTING.

23. Place lukewarm water in small bowl.

24. Sprinkle dried egg over the water.

25. Using the wooden spoon, stir egg and water to moisten the egg solids.

26. Lay spoon on counter; pick up rotary beater.

27. With the rotary beater, beat the egg-water mixture until smooth.

28. Scrape egg mixture off the side of bowl with rubber scraper.

29. Remove beater and scraper from mixture and lay on counter.

30. Replace cover on can of egg solids.

31. Cover bowl of eggs and take bowl to refrigerator.

32. Open refrigerator door.

33. Place bowl inside refrigerator and close door.

34. Go back to work area.

35. Clean all equipment used. Refer to Operation Sheet "To Wash Dishes by Hand".

36. Return clean equipment to storage area.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Information Sheet

HOW TO PREPARE CITRUS FRUITS

Objective

To learn an approved method for preparation of various citrus fruits.

Introduction

Citrus fruits are used in combination with other fruits and separately.

Information

1. To peel citrus fruits:

   Steam in pressure pan 3 minutes at 15 lbs. pressure. This will cause the fruit to peel like a tangerine.

2. To prepare grapefruit halves:

   Wash grapefruit and cut crosswise into halves. Using scissors of grapefruit knife, cut the center core from the tough membranes which separate the sections and also from the rind. Remove the core and seeds. Loosen each section from the membrane and rind.

3. To section orange or grapefruit:

   Peel the fruit. Cut sections halfway between the segment walls so that the membrane is in the center of the "meat." Cut to center of fruit and remove each section.

4. To prepare lemon wedges:

   Wash the lemons under cool running water. Holding a lemon on a cutting board withthe left hand and holding a paring knife in the right hand, cut the lemon in half until there are eight wedges. Store covered in refrigerator.

5. To make orange slices:

   Peel, using the pressure pan as indicated above. Cut crosswise to the thickness desired (1/4 to 1/2 inch). Remove the seeds. Store in a container in the refrigerator.

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Operation Sheet

TO PREPARE STRAINED APRICOTS

Objective

To learn procedure for preparation of strained apricots for Apricot Bavarian Cake or other dishes.

Introduction

It may be more economical to prepare strained apricots than to purchase them. Another reason for preparing them may be to achieve a given quality.

Procedure

1. Using a cart, secure ingredients and equipment from storage and take to work counter area.
2. Refer to recipe for proportions, times and temperatures.
3. Fill the saucepan, which is placed on the work counter, with apricots and enough water to cover them.
4. Place the lid on the pan and soak the apricots in the water. For time, refer to the recipe.
5. Take the saucepan with the apricots to range and place it on a top surface burner. Refer to Operation Sheet "To Operate a Range".
6. Turn heat control on range to ON.
7. With a fork, pierce the apricots occasionally, to test for tenderness.
8. When the fork is given almost no resistance because of tenderness of the apricots, turn the heat control on the range to OFF.
9. Place a hot pad on the counter top close to the blender.
10. Using a pot holder, remove the saucepan of apricots to the hot pad by the blender.

11. Remove the lid by first opening the side away from the worker to allow the steam to escape away from the worker to prevent steam burn.

12. Using a scraper, pour apricots into the blender.

13. Engage blender. Refer to Operation Sheet "To Operate a Blender".

14. Turn blender to OFF position.

15. Use a scraper to assist the pouring of the "strained" apricots from the blender into a storage container.

16. Place the storage container, with the apricots, in the refrigerator until apricots are chilled.

17. Using the cart, remove equipment to sink area.

18. Place the equipment in the sink to be washed and dried.

19. Wash and dry equipment. Refer to Operation Sheets "To Wash a Blender" and "To Wash and Dry Equipment".

20. Using the cart, return equipment to storage area and place each piece in its place.

21. Return cart to end of counter.

22. Clean counter area. Refer to Operation Sheet "To Clean Counter Area".

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Task Sheet

COOKING BEEF IN PRESSURE COOKER

Equipment	Ingredients
Pressure cooker with lid	Chuck Roast, 3-4 lbs.
Pressure control	Water
Rubber gasket	Salad oil
Measuring cup	
Paper towels	
Cutting board	
Fork	
Butcher knife	

Procedure

1. Assemble ingredients and equipment from storage area and place on cart. Wheel to cabinet next to sink. Place ingredients and equipment on cabinet.

2. With hands, pick up meat. Go to sink and turn cold water on. Put meat under water and let water run on meat. Turn meat to other side and repeat.

3. Turn off water. Pick up paper towels and absorb some of the moisture from meat. Repeat both sides.

4. Open cabinet under sink and place used paper towels in waste basket. Close cabinet door.

5. Place meat on cutting board. Pick up butcher knife. Hold meat with one hand and cut meat with other. Refer to Operation Sheet "To Cut Food Safely". The meat should be cut in size that will fit into pressure cooker.

6. Place knife on cabinet.

7. Pick up salad oil and pour into pan until bottom of pan is covered. Place salad oil back on cabinet.

8. Pick up pressure pan by handle and place on range burner. Turn range to high temperature. Refer to Operation Sheet "To Operate Electric Range".

9. Pick up meat and fork on cabinet and place meat in bottom of pressure pan.

10. When meat browns, turn meat to other side with fork. Watch meat constantly. Check with instructor for correct brownness.

11. Turn temperature to medium. Refer to Operation Sheet "To Operate the Electric Range".

12. Return to cabinet and pick up measuring cup. Turn on cold water at sink. Turn on hot water. Regulate both temperatures of water until water is warm. Place cup under water and fill according to recipe.

13. Turn off water. Return to range with cup.

14. Slowly, pour cup of water into pressure cooker. Return to cabinet and place cup on cabinet.

15. Place lid on pressure cooker and set control at correct pounds of pressure. Refer to Operation Sheet "To Operate a 4 Quart Pressure Cooker".

16. Set timer for 50 minutes. Refer to Operation Sheet "To Operate Electric Range".

17. After 50 minutes are up, turn off heat. Refer to Operation Sheet "To Operate Electric Range".

18. With hands, pick up pressure pan by handles and place in cold water. Refer to Operation Sheet "To Operate a 4 Quart Pressure Cooker".

19. When cooled, turn off water and open. Refer to Operation Sheet "To Operate a 4 Quart Pressure Cooker".

20. Pick up pressure pan by handle and pour meat into serving bowl on cabinet.

21. Set pressure pan on cabinet.

22. Assemble utensils and wash. Refer to Operation Sheet "To Wash Utensils".

23. Pick up serving bowl and place on serving table.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Task Sheet

PREPARING BEEF STEW

Equipment Needed

Steam-jacketed Kettle
Bun pan
Cart
Steamer
Can opener
French knife
Chopping board
Hand guards
Counter pans
Wire whip
Large spoon

Materials

Meat, beef
Potatoes
Carrots (canned)
Onions (canned)
Celery
Peas and carrots (frozen)
Flour and water (for gravy)
Fat
Kitchen bouquet
Salt
Flour

Procedure

1. Heat kettle, cover down, by turning steam on full.
2. Cut meat and place in bun pan on a cart.
3. Take to steam-jacketed kettle.
4. Place dredged meat in prepared kettle.
5. Add water.
6. Bring to simmering point.
7. Reduce steam pressure.
8. Cover and cook.
9. Roll carts to walk in with steamer pans.
10. Secure prepared potatoes and celery.
11. Roll to steam cooker.

12. Put into steamer. Note: See Operation Sheet "To use the Steamer."

13. Wash tops of cans.

14. Open and drain the carrots and onions with a colander. Note: Save the juices from both in a small pan.

15. Cut up the carrots with a French knife and chopping board.

16. Place carrots and onions in counter pans on the table.

17. Remove the meat from the kettle.

18. Weigh meat, potatoes, carrots, celery and onions.

19. Place alternately in a counter pan.

20. Add gravy. Note: See Operation Sheet "To Make Brown Gravy."

21. Mix

22. Sprinkle with peas and carrots.

23. Roll cart to the table, place counter pans with stew.

24. Take to ovens.

25. Bake.

26. Remove from the oven.

27. Take to serving area.

28. Clean the steam-jacketed kettle. Note: See Operation Sheet "To Clean Steam-jacketed Kettle."

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Task Sheet

MAKING CHILI CON CARNE WITH BEANS

Equipment and Materials Needed

Frying pan
Stock pot
Scales
French knife
Measuring cup and spoons
Ground beef
Cooking fat
Onions
Tomato puree
Flour
Red beans
Salt
Chili powder
Slotted spoon

Reference

USDA - Recipes - Type A School Lunch, D-24.

Procedure

1. Set the frying pan on a burner set to simmer.
2. Add the cooking fat.
3. Weigh the ground beef. Refer to Operation Sheet, "To Measure with Scales."
4. Place the meat in the frying pan.
5. Stir the meat with a slotted spoon to separate the particles.
6. Clean and chop the onions.
7. Spread the chopped onion over the meat.
8. Sprinkle salt over the meat and onion mixture.
9. Stir the meat mixture again to keep it separated as it cooks.
10. When the meat has browned slightly, pour it into the stock pot.
11. Open the cans of tomato puree. Refer to Operation Sheet, "To Open Cans."

12. Measure the amount of tomato puree needed.

13. Add the tomato puree to the meat in the stock pot.

14. Simmer the meat, tomato mixture in the stock pot for one hour.

15. Stir once in a while to keep it from sticking.

16. Make a paste of the flour and water.

17. Add the flour paste to the meat, tomato mixture.

18. Add the red beans and the chili pepper.

19. Cover and continue cooking for one hour.

20. Wash and store the equipment used. Refer to Operation Sheet, "To Wash Pots and Pans."

21. Check your work and have it approved by your instructor.

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Task Sheet

MAKING MEAT LOAF

Equipment and Materials Needed

Mixer
Baking pans
Ground beef
Bread
Parchment paper
Cooking fat

Milk
Onions
Celery
Salt
Eggs

Reference

USDA-Recipes-Type A School Lunch, D-37.

Procedure

1. Set the oven temperature at 375 degrees F.
2. Grease the baking pans by using a piece of parchment paper dipped in cooking fat.
3. Attach the blender beater to the mixer. Refer to Operation Sheet, "To Use the Mixer."
4. Put the bread and milk in the mixer bowl.
5. Beat the bread and milk two minutes with the mixer set at medium speed.
6. Add the meat, onions, celery, salt, and eggs to the bread and milk mixture in the mixer bowl.
7. Mix 3 minutes on low speed.
8. Scrape the meat out of the mixer bowl into the baking pans.
9. Press the meat into an even layer about two inches thick,
10. Place the pans of meat loaf in the oven.

11. Wash the equipment used and store properly. Refer to Operation Sheet, "To Wash Pots and Pans" and Operation Sheet, "To Wash Mixer."

12. Bake the meat 45 minutes.

13. Check your work and have it approved by your instructor.

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Task Sheet

MAKING A SWISS STEAK

Equipment and Materials Needed

Shallow baking pan
Frying pan
Boning knife
French knife
Foil

Round steak
Salt
Pepper
Onions
Flour
Cooking fat

Reference

USDA-Receipes-Type a School Lunch-D-46

Procedure

1. Cut the steak into five portions per pound. Refer to Information Sheet-Portion Control.

2. Sprinkle the meat with salt and pepper.

3. Dip the pieces of meat in flour.

4. Put cooking fat about one-eighth inch deep in the frying pan.

5. Set the oven temperature at 325 degrees F.

6. Place the pieces of floured meat in the frying pan.

7. Adjust the heat under the fry pan to medium.

8. Brown the meat on both sides.

9. While the meat is browning slice the onions.

10. With a fork lift the pieces of browned meat into the baking pan.

11. Arrange the sliced onions over the meat.

12. Cover the pan tightly with foil.

13. Put the pan of meat in the oven.

14. Clean the equipment used and store it in a clean place. Refer to Operation Sheet-To Wash Pots and Pans.

15. Cook the meat for one and one-fourth hours.

16. Remove the foil from the pan.

17. Continue cooking the meat until it browns.

18. Check your work and have it approved by your instructor.

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Information Sheet

PREPARATION OF READY-TO-COOK-POULTRY

Objective

To learn an acceptable method of thawing frozen ready-to-cook poultry and preparing poultry for cooking by removing any foreign material or unsightly spots from the carcass.

Introduction

The food service worker needs to learn how to thaw frozen poultry in such a way as to prevent spoilage, food poisoning, contamination, or loss of palatability.

Information

Thaw only the amount of poultry needed for one day. Do not remove the original wrapper from the birds. Thaw the poultry in the refrigerator on shelves so that air can circulate around them. Thaw the poultry according to these times:

Light chickens under 4 lbs. - overnight
Heavy chickens 4 lbs. and over - about 24 hours
Lighter turkeys, under 12 lbs. - 1 to 2 days
Heavy turkeys, 18 lbs. and over - 2 to 3 days

If the poultry is not completely thawed when ready to use place in the sink under cold running water until completely thawed. Do not thaw at room temperature or in warm water. Do not refreeze. As soon as the birds are thawed enough to permit removing the giblet package from the body cavity, do so.

Wash the neck and giblets thoroughly in cold running water. Inspect the birds for pinfeathers bruised spots or parts of lung, crop, or windpipe which may not have been removed. Remove any such things by scraping or cutting them away. Wash the birds thoroughly, inside and out, in cold running water. Place the birds on racks to drain away excess water. Cook the birds and the giblets promptly. The giblets, neck, and wing tips may be simmered together to make stock for gravy or soup.

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Task Sheet

ROASTING TURKEY

Equipment and Materials Needed

Shallow or roasting pan
Rack Foil
Skewers
Turkey
Salt
Cooking fat

Reference

USDA-Recipes-Type A School Lunch, D-6

Procedure

1. Inspect and clean a fresh or thawed turkey. Refer to Operation Sheet-To Thaw Frozen Ready-To-Cook Poultry and Operation Sheet-To Inspect and Clean Ready-To-Cook-Poultry.
2. Rub the outside of the bird and the inside of the body cavity with salt.
3. Fold the neck skin of the bird onto the skin of the back.
4. Fasten the neck skin to the back of the bird with a skewer.
5. Fasten the wings close to the sides of the bird with skewers.
6. Tuck the ends of the leg bones under the band of skin below the tail.
7. Rub the bird with cooking fat.
8. Place the bird, breast side up, on a rack in a shallow roasting pan.
9. Set the oven temperature at 300° F.
10. Cover the turkey with a loose tent of foil.
11. Place the turkey in the oven.
12. Roast until the leg joint moves easily when the drumstick is twisted (4 to 6 hours)

13. Remove from the oven.

14. Place the turkey on a rack to cool.

15. Leave the foil cover in place over the bird.

16. Cool the meat until it can be handled easily.

17. Put on Plastic gloves.

18. Remove the meat from the turkey bones.

19. Spread the meat on wire racks to finish cooling.

20. When completely cool place it in layers no more than two inches deep in shallow pans.

21. Store in the refrigerator at 35 to 40 degrees, F. CAUTION: Use within two days after roasting.

22. Check your work and have it approved by your instructor.

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Operation Sheet

TO MAKE GRAVY

Objective

To make brown gravy.

Introduction

Brown gravy may be used in stews, in making casseroles, with mashed potatoes, or with the meat which was cooked in the steam-jacketed kettle.

Procedure

1. Remove the meat from the kettle to counter pan on a cart.
2. Mix measured flour and cold water in serving pan with a wire whip.
3. Add hot water to the kettle without cleaning it.
4. Add the thickening of flour and water.
5. Mix with wire whip.
6. Add salt, "Kitchen Bouquet," and juices saved.
7. Stir with large spoon until thick.
8. Leave in kettle until ready for use.

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Information Sheet

PASTRY

Objective

To give information about pie crust.

Introduction

Pie is regarded as the great American dessert. Of all dishes in institutional food service pie ranks only to coffee in its popularity with guests and in problems of preparation.

Information

Much of the success of a pie depends upon the crust. A good plain pastry, when baked, shows a certain amount of flakiness rather than a smooth firm surface, is tender enough to cut easily with a fork without crumbling, has a rich golden-brown color, and when filled with a filling is crisp on the bottom as well as along the edges.

Ingredients

Pie crust is a relatively simple mixture as the ingredients consist of only flour, shortening, salt, water, and occassionaly sugar or baking powder may be added. The quality and temperature of the ingredients, their ratio to each other, and the method of mixing them depends on the success or failure of the baker to meet the standard for good pie crust.

The all-purpose flour is commonly used for pie crust. Although there is on the market what is termed a "pastry flour", made from soft winter wheat, with low protein and ash content. Bread flour with the high gluten content important in making yeast bread is unsuited to making good pie dough.

The fat or shortening determines in part not only the character of the dough but also its flavor. A stable fat of a consistency to blend easily with the other ingredients and blend in flavor is preferred. The choice between hydro-generated oils and lard is often based on the cost factor.

Water used in pie dough serves as a binder. The dough that has excess moisture is well bound, not tender. The dough that has two little water is too lightly bound and crumbles readily. The ability of water to bind dough is determined by both the quantity present and the method of mixing. If the flour and fat have been well mixed, the flour containing the gluten is sealed away from the water, and toughness cannot develop.

Method of Mixing

The method of mixing pie dough depends upon the materials used, the quantity to be mixed at one time, the equipment available, and the type of crust desired. One method of mixing is to blend the fat, flour, salt and add the water. Sifting the flour before the addition of the fat is advisable to be sure it does not pack and produce flour spots in the dough.

The type of pie crust is determined by the method of combining the ingredients and modifying slightly, the amount of water in a basic recipe. The types are known as short flaky, mealy, and flaky or long flaky, and are characteristic of their names.

Short Flaky Pie Crust is produced when a dough is made by cutting or rubbing the fat into the flour until all flour spots are broken, but not pasty. The full amount of water is added. The mixing is continued until the mass holds together. The result will be a tender crust with small flakes, owing to the coating of fat on the particles of starch which prevents the development of gluten. Also the high water content will permit some over expansion.

Mealy Pie Crust is made by mixing the fat and flour quite thoroughly, then adding approximately one-sixth less water than listed in a basic recipe.

Long Flaky Pie Crust requires quick careful handling and chilling for several hours before using. The fat and flour are combined lightly leaving chunks of fat 1/3 to 1/2 inch in diameter. Approximately twice as much water is needed for this type of crust as for the mealy crust, and it should be mixed only a few times. It can be smoothed out in a flat pan for chilling. Overmixing after the water is added toughens this type of dough because much of the flour is free to combine with the water and this forms gluten. This type of crust is best suited for use as tops on fruit pies or as baked shells for cream pies.

References

West, Bessie Brooks and Wood, LeVelle, Food Service In Institutions, John Wiley and Sons Inc., New York, 1955, pp. 270-277.

Kotschevar, Lendel H., Quantity Food Production, McCutchen Publishing Corporation, Berkley, California 94704, 1964, pp. 525-542.

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Assignment Sheet

PASTRY

Objective

To understand the different ways of preparing pie crust.

Procedure

Watch demonstration given by teacher on making pie crust.

Review filmstrip on pie crust.

Name the four ingredients found in pie crust and discuss the purpose of each ingredient.

Name the different types of pies and how these pies differ in their make up.

Prepare pie crust using the three methods described and compare the finished product.

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Operation Sheet

TO PREPARE PIE CRUST

Objective

To learn to make pie crust.

Procedure

1. Wash hands, refer to operation sheet "To Wash Hands".
2. From storage area pick up necessary ingredients and equipment and place on tray.
3. Take tray of ingredients and equipment to kitchen number one and place on counter next to sink.
4. Pick up box of wax paper from tray.
5. Pull sheet of wax paper off roll 18 inches long and tear wax paper on serrated edge of box.
6. Replace box of wax paper on equipment tray.
7. Place sheet of wax paper on counter next to sink.
8. Pick up flour sifter from equipment tray and place on wax paper.
9. Pick up one cup dry measure and dip flour from flour canister to flour sifter.
10. Fill flour sifter with flour.
11. Replace measuring cup to tray.
12. Pick up flour sifter with left hand and turn handle with right hand until all the flour is sifted onto the wax paper.
13. Place empty flour sifter on tray.
14. Pick up one cup measure and spoon from tray.

15. Measure needed amount of flour, refer to recipe, by dipping flour with spoon from wax paper and filling the measuring cup. NOTE: Be careful not to pack the flour.

16. Fill cup heaping full.

17. Lay spoon on tray and pick up spatula.

18. Scrape off excess flour with spatula being sure the extra goes back on the wax paper.

19. Place measured flour into mixing bowl on work counter.

20. Place spatula on equipment tray.

21. Repeat steps 15 through 20 for amount of flour called for in recipe.

22. Pick up wax paper holding flour. With hands fold wax paper over flour. Place over canister and pour extra flour into flour canister.

23. Place wax paper back on counter.

24. Pick up salt and measuring spoons from tray.

25. Pour salt, over wax paper into measuring spoon.

26. Replace salt container to ingredient tray.

27. Pick up spatula and scrape off excess amount of salt onto wax paper.

28. Place spatula on tray.

29. Place measured salt into mixing bowl with flour.

30. Place measuring spoons on tray.

31. Pick up wax paper, open left door of cabinet under sink, place wax paper in waste basket. Close door of cabinet.

32. Pick up pastry blender from equipment tray. Blend salt and flour lightly with blender using short smooth strokes. Leave blender in bowl.

33. Pick up measuring cup and spatula.

34. Measure shortening into cup with spatula being sure to press shortening tightly into cup to remove excess air. Level top of cup with spatula. Place spatula on tray.

35. Pick up rubber scraper from tray and clean out shortening from cup with rubber scraper.

36. Place rubber scraper and empty cup on tray.

37. Cut shortening into flour and salt with pastry blender using short quick movement until mixture looks like corn meal. Check with instructor.

38. Pick up rubber scraper.

39. Clean off excess dough from blender with scraper. Place blender and scraper on tray.

40. Go to sink. Turn on cold water.

41. Pick up glass from tray and place glass under cold water and get one glass of cold water.

42. Turn off water.

43. Go back to counter.

44. Pick up the measuring spoons from tray.

45. Holding the glass measure necessary amount of water with measuring spoon and place measured water in bowl with flour, salt and shortening. Refer to recipe for necessary amount of water.

46. Return glass of water and spoons to tray.

47. Pick up fork from tray and mix all ingredients together until dough clings together and forms a ball.

48. Pick up rubber scraper and clean fork with rubber scraper.

49. Place fork and rubber scraper on tray.

50. Store dough in a covered container for later use.

51. Clean all equipment used, refer to operation sheet "To Wash and Clean Utensils".

52. Store clean equipment in proper place.

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Task Sheet

FINISHING CRUST FOR ONE CRUST PIE

Equipment	Ingredients
Rolling Pin	Basic Pie Dough Recipe
Pastry Cloth	Flour
Rolling Pin Cover	
Scales	
Pie Pans	
Knife	
Fork	
Pot Holders	
Cooling Racks	
Tablespoon	
Dough Divider	

Procedure

1. Wash hands, refer to operation sheet "To Wash Hands".
2. Go to number 1 kitchen, pie crust will be finished in number 1 kitchen.
3. Set oven temperature, refer to operation sheet "To Use An Oven".
4. Go to refrigerator.
5. Open door of refrigerator.
6. Get out pie crust dough from refrigerator.
7. Close refrigerator door.
8. Bring pie dough to number 1 kitchen counter, let set for 30 minutes.
9. Get pastry cloth, rolling pin, and pin cover from center cabinet drawer. Place on work counter assigned.
10. Get pie pans and cooling racks from drawer under oven.
11. Place pie pans and cooling rack on work counter.

12. Get knife, fork, and tablespoon from left drawer, place on work counter.

13. Get flour canister, scales, dough divider from storage area and bring to work counter.

14. Get a one cup dry measuring cup from cabinet, top left of sink.

15. Unfold pastry cloth and place on counter.

16. Pick up rolling pin and pin cover.

17. Place pin cover on rolling pin by slipping it over one end of rolling pin.

18. Lay covered rolling pin on work counter.

19. Pick up one cup dry measuring cup.

20. Dip flour from flour container with measuring cup and sprinkle approximately one-eighth cup of flour on pastry cloth.

21. Put measuring cup back in flour container.

22. Pick up dough divider from work counter.

23. Cut dough with dough divider.

24. Pick up one piece of pie dough with hands and weigh on scales 9 oz. of dough for pie crust. Refer to operation sheet "How to Use a Scale".

25. Repeat steps 23 and 24 for number of pie crust assigned.

26. Place dough on floured pastry cloth.

27. Flour hands by smoothing out flour on pastry cloth.

28. Pat ball gently with floured hands and flatten a little with hands.

29. Take cup of flour from container and place on work center next to pastry cloth.

30. Pick up tablespoon and dip into cup of flour.

31. Sprinkle one half tablespoon flour on top of dough.

32. Put remainder flour back into cup and put tablespoon on work counter.

33. Pick up rolling pin.

34. Roll pie crust with rolling pin into a circular sheet one-eighth inch thick. Starting at the center of the dough use short smooth strokes rolling toward the outside edge of the dough. Use enough flour while rolling to prevent sticking.

35. When dough is rolled to proper thickness and size lay rolling pin on cloth.

36. Fold pie dough in half, with hands.

37. Pick up rolled pie dough with hands being careful not to let the dough tear.

38. Place dough in pie pan, trying to get center of dough in center of pan.

39. Fit pie crust into pie pan with hands smoothing out any air spaces that occur.

40. Check with instructor on removal of air spaces.

41. Pick up knife, run edge of knife blade around edge of pie pan to remove excess dough.

42. Pick up extra dough.

43. Put extra dough back into pie dough container, on work counter.

44. Lay knife down on work counter

45. Pick up fork.

46. Press tongs of fork on edge of pie crust to form a decorative edge.

47. Prick inside of pie crust with tongs of fork 50 times. Being sure to prick the inside seam. Check with instructor on amount of pricking.

48. Place fork on counter.

49. Pick up pie shell.

50. Pick up pot holder.

51. Go to oven and open door with pot holder.

52. Pull out oven rack, with pot holder.

53. Place pie shell on oven rack.

54. Push oven rack back into oven with pot holder.

55. Close oven door with hands.

56. Place pot holders on counter next to stove.

57. Bake 425 degrees until lightly brown. Check with instructor.

58. Pick up pot holders from counter.

59. Go to oven.

60. Open oven door.

61. Pull out oven rack with pot holder.

62. Using pot holders remove pie shells from oven and place on cooling rack on work counter.

63. Push oven rack back into oven with pot holder.

64. Close oven door.

65. Turn off oven. Refer to operation sheet "To Use An Oven".

66. Wash utensils used, refer to operation sheet, "To Wash Cooking Utensils".

67. Clean up kitchen and store equipment in proper place.

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Task Sheet

PREPARING FRUIT PIES

Equipment Needed	Ingredients Needed
Can Opener	Canned Fruit
Colander	Sugar
Sauce Pan	Cornstarch
French Whip	Salt
Mixer	Butter
Mixer Bowl	Lemon Juice
Paddle	Lard
Rolling pin	Flour
Pie Pans	Salt
Bowl	Water

References

Recipe for Canned Fruit Pie

Recipe for Pie Crust

Wood & Harris, Quantity Recipes, pages 182-196.

Procedure

1. On cart bring fruit from the storeroom and butter and lemon juice from refrigerator to the baker station.
2. Open canned fruit. Review Operation Sheet "To Open Canned Food".
3. Place colander over sauce pan.
4. Empty canned fruit into colander.
5. Let fruit drain for a few minutes.
6. Measure juice and place sauce pan on range.
7. Turn on burner. If needed review Operation Sheet "To Operate Range".
8. Heat juice to boiling.
9. Measure needed amount of sugar and cornstarch and place in bowl.

10. Mix well with French whip.
11. Add sugar mixture to boiling juice SLOWLY.
12. Cook until mixture thickens, stirring constantly with the French whip.
13. Taste to be sure there is no starchy taste.
14. Remove pan from range.
15. Turn off burner.
16. Add butter and lemon juice and stir with French whip.
17. Fold fruit into sauce and cool.
18. Light oven and set at 425 degrees F.
19. Make pie crust. Review Operation Sheet "Preparing Pie Crust"
20. Weigh 9 oz. portions of pie crust.
21. Roll the pie crust with rolling pin into a circular sheet of uniform thickness about 2 1/2 inches larger than pie pan using just enough flour to prevent sticking.
22. Fit the crust into the pie pan so there are no air spaces.
23. Trim edge of crust to fit pan.
24. Pour about 1 quart of fruit and sauce into pan.
25. Weigh 7 to 8 oz. pie crust for top.
26. Make a few holes in top crust to allow for steam to escape.
27. Moisten edges of pastry with water.
28. Place the top crust firmly on edges of the bottom crust.
29. Trim off surplus with hand.
30. Crimp edges.
31. Place pies in oven.
32. Bake at 425 degrees F. for 30 to 40 minutes.
33. Clean equipment used and return to proper place.

34. Remove pies from oven when done and place on cooling rack.

35. Turn off oven.

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Information Sheet

SALADS

Introduction

There are many varieties of salad greens. Most of them are available year around. Quality and price will vary according to the season and in area in which they are grown.

Information

Common greens

Iceberg or head lettuce is the most familiar salad green. It has a firm, compact head with light green leaves. Head lettuce is used as a base and as an ingredient in mixed salads.

Boston lettuce has a round head with loosely packed light green leaves that separate easily. It is tender and fragile.

Bibb lettuce is similar to Boston lettuce in size and shape, but is more crisp.

Escarole has broad loose leaves and is rather bitter.

Endive has green leaves, but this color changes from pale yellow to white in the center. The leaves are curly and firm.

Preparing salads.

Use sound, fresh vegetables for making salads.

Have good tools, such as a clean vegetable brush, sharp knife and special cutting board.

Wash salad materials thoroughly in cold running water. They are eaten raw.

Freshen vegetables in very cold water until crisp. Do not place sliced or diced vegetables in water as they will lose their vitamins.

Drain vegetables well before using.

Arrange salads neatly on chilled plates. Use an assembly line method for speed.

Add salad dressings to salads just before serving them as dressings tend to wilt the vegetables.

Kinds of Salads

Appetizers, such as shrimp, lobster or fruits should not dull or satisfy the appetite. The color and distinct shape of the appetizer salad help create an appetite.

Side salads are served either with the dinner, or before the main course. They offer contrast to the rest of the meal. Examples are mixed greens, pear and cottage cheese, or tossed salad.

Main course salads are the main part of the meal. They contain a protein in combination with other food. An example is tomato stuffed with tuna fish.

Dessert salads are often sweet. They may have whipped toppings or cream cheese added. They may include fruit, dairy products or jellied molds.

Storage of salads

Use great care in storage as well as preparation of salads. Be sure that no foreign body, such as glass, gets in salads. If you suspect glass or other foreigh body has fallen into salads, notify the supervisor promptly.

Keep salad materials and finished salads refrigerated at all times except during actual handling and service.

Store salads and salad greens in suitable containers. Stainless steel and crockery will not be discolored by foods. Aluminum may discolor. Enamel chips easily and particles may then be in the salads. Plastic barrels are often used in refrigeration of mixed greens or tossed salads.

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Assignment Sheet

SALADS

Introduction

Salads can be highly nutritious and can also contribute to the eye appeal of the meal. Much care must be taken in storage and preparation, as well as assembling and serving salad greens, so the food values will not be lost, and appearance will be uniform.

Assignment

1. Read the references listed below.
2. Answer the questions listed below.
3. One laboratory period will be used to make salads.

References

Folsom, LeRoi, The Professional Chef, pp. 206-213.

Justin, Rust and Vail, Foods.

Questions

Directions: Fill in the blanks below.

1. The base or underliner of a salad is most often ____________________.
2. Salad greens should be crisp and ____________________.
3. The salad body is the _______________ part of the salad.
4. Water and excess juices should be __________________.
5. Flavor of salads should be __________________.
6. The salad garnish should contribute form, texture and ____________________.
7. Salad work areas should be located close to the __________ and the refrigerator.
8. Colanders, molds, pans and bowls should be located at place of _______________.

9. Greens may be crisped by application of ____________ and ______________.

10. Cold salads are placed on _________________ plates.

Directions: List specific ingredients usually found in the following salads:

1. Main dish salad
2. Vegetable salad
3. Hot salad
4. Appetizer salad
5. Fruit salad

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Operation Sheet

TO WASH HEAD LETTUCE

Objective

To learn a correct method for washing lettuce.

Introduction

Lettuce cleaned and stored correctly stays fresh longer.

Procedure

1. Get out large colander in bottom cabinet, right side of sink. Place on cabinet next to sink.
2. Get out paring knife located in top drawer, right of sink. Place on cabinet next to sink.
3. Remove lettuce head from supply table located in back of room.
4. Remove outside leaves and cut out any bad spots with paring knife. Place bad spots in sink.
5. Go through leaves that were cut out and save usable pieces for future salad. Put paring knife down on cabinet.
6. Get out paper towel located under sink. Place on cabinet top.
7. Put usable leaves on paper towel.
8. Place bad leaves in garbage disposal located in sink.
9. Remove the core of the head lettuce. NOTE: This can be removed easily by hitting core of the head hard on the table, then lifting out core.
10. Place core in garbage disposal located in sink.
11. Operate garbage disposal located in sink. Refer to Operation Sheet "To Operate Garbage Disposal."
12. Put the head of lettuce in large colander with usable leaves.

13. Open door under sink where waste basket is located.

14. Place paper towel in waste basket. (paper towel had usable leaves placed on it)

15. Close door under sink.

16. Place colander under faucet.

17. Turn cold water on and let it run through head of lettuce to clean.

18. Let water run until lettuce is clean. NOTE: Ask instructor to check lettuce to see if clean.

19. Let lettuce remain in colander to drain.

20. In drawer left of sink, get out plastic bag and wire fastener.

21. After lettuce has drained, place in plastic bag.

22. Remove air from bag by pressing hands against plastic bag.

23. Fasten quickly by wrapping wire fastener around top of plastic bag close to lettuce.

24. Carry lettuce with hands to refrigerator.

25. Hold lettuce with one hand, and use other to open refrigerator door.

26. Pull out crisper drawer.

27. Place bagged lettuce in crisper.

28. Close crisper drawer

29. Close refrigerator door.

30. Return to sink.

31. Wash utensils used. NOTE: Refer to operation sheet "To Wash Utensils".

32. Wash sink. NOTE: Refer to operation sheet "To Clean Sink".

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Operation Sheet

TO PREPARE LEAF LETTUCE FOR A SALAD BASE

Objective

To learn an orderly way to prepare leaf lettuce for use as a salad base.

Introduction

The equipment, work space, and the number of guests to be served must be considered before salad preparation begins.

Procedure

1. Assemble the necessary materials and equipment which are needed on a counter-top work area.
2. Fill a sink three-fourths full of cool water.
3. Place the basket of lettuce to be cleaned on the left of the sink.
4. Place a colander on the right of the sink.
5. Place a bunch of lettuce on a cutting board with the leaves to the left and the stem section to the right.
6. Holding a utility knife in the right hand, cut the stem section from the lettuce. NOTE: A cutting board helps avoid cutting the hands and helps prevent dulling the knife.
7. Place each bunch of lettuce in the water to soak while removing the stems from all the lettuce bunches.
8. With a leaf of lettuce in each hand, dip the leaves in and out of the water to remove sand or dirt from the leaves.
9. Look carefully at each leaf and remove any foreign matter or discolored areas.

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10. Put the discolored pieces from the leaves and the stems into the waste container.

11. Place the clean lettuce into the colander to the right of the sink.

12. Repeat washing and checking the leaves until all are prepared.

13. Cover the lettuce with a cool damp cloth to prevent it from wilting.

14. Store the lettuce in the produce cold storage area until it is to be used.

15. Clean all of the equipment used and replace it in the proper storage place.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Operation Sheet

TO MAKE SINGLE CELERY CURLS

Objective

To learn a correct method to make celery curls.

Introduction

Celery curls serve as an attractive and nourishing garnish for a salad plate, or as an accompaniment for other foods. Their crispness provides a pleasing contrast to soft foods.

Procedure

1. Obtain tray from storage area. Place all needed equipment and materials on it.

2. Take tray to salad preparation station. Remove celery from tray and clean. (see Operation Sheet "To Clean Celery")

3. Take chopping board from below counter and place it on counter. Take French knife from service tray. Remove waste recepticle from tray and place next to work area.

4. Lay several stalks of cleaned celery on cutting board and cut crosswise with French knife into 3 inch lengths (pieces).

5. Position several of these pieces in an even vertical row. Then hold one end steady by laying the left hand flat over it, keeping the fingers together and thumb close to hand. Thus, covering about 1/2 inch of the celery ends.

6. Starting next to the left hand, draw the tip of knife the length of each piece of celery, thus slicing the celery into narrow strips. (see Figure 1)

7. Remove bowl with ice from service tray and half fill with cold water from tap. Set bowl next to cutting board. Put celery pieces in it as completed.

8. When all are cut, place bowl in refrigerator for several hours until celery is crisp and curled.

9. Clear work area. (see Operation Sheet "To Clean a Counter")

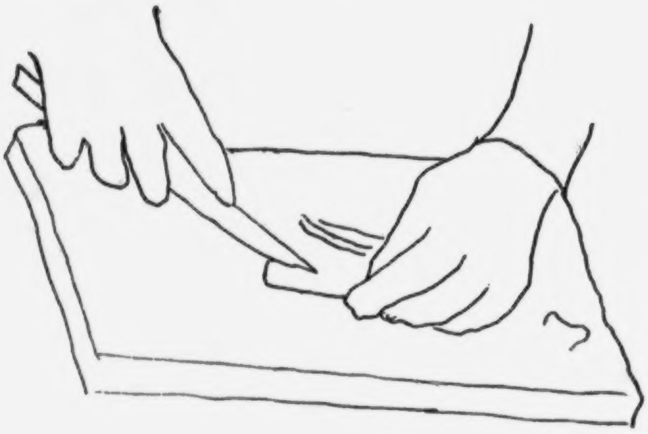

Figure 1

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Task Sheet

MAKING A COMBINATION SALAD

Equipment Needed

Paring Knife
Large mixing bowl
Large spoon
Salad plates
Bun pan

Ingredients

Lettuce
Celery
Green pepper
Carrots
Tomatoes
Onion

Procedure

1. Assemble equipment and ingredients.

2. Wash lettuce, celery, pepper, carrots, and tomatoes. NOTE: Refer to Operation Sheet "To Wash Lettuce, etc."

3. Cut or tear by hand the lettuce into a large mixing bowl.

4. Chop celery, green pepper, carrots, tomatoes, and onion.

5. You may add a salad dressing or let customer add one of own choice.

6. Place salad plates on bun pan.

7. Put the lettuce base on the salad plate.

8. Put some of the completed salad on individual salad plates, then refrigerate until used.

9. Put the rest of the salad in the refrigerator until needed.

10. Clean the counter and equipment after use, and put equipment away.

Vocabulary

1. Tear - by hand break lettuce into bite size pieces.

2. Chop - to cut into small pieces

3. Toss - stir with spoon, by hand, or 2 forks to lightly coat with dressing.

4. Assemble - to gather together in a group.
5. Equipment - the utensils used in preparing food.
6. Ingredient - any of the things that a mixture is made from.

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Task Sheet

PREPARING WALDORF SALAD

Equipment needed

- Large mixing bowl
- Small mixing bowl
- French knife
- Paring knife
- Slotted spoon
- Colander
- Large pan
- Container
- Chopping board
- Rubber scraper
- Clean cloth
- Measuring cup
- Can opener
- Set of measuring spoons
- Cart

Ingredients needed

- Apples, red variety
- Celery
- Pitted Queen Anne cherries, canned
- Lemon juice
- Nuts, chopped
- Mayonnaise
- Sour cream
- Sugar
- Salt

References

Experience of instructor

Review Operation Sheet "To Clean Celery"

Review Operation Sheet "To Clean Stainless Steel"

Procedure

1. Assemble necessary equipment in the proper manner.

2. Using a cart, bring all ingredients from storage area to work area.

3. Wash apples under cool, running water.

4. Polish apples with a clean white cloth.

5. Place chopping board on counter.

6. Holding French knife in right hand, and using left hand to position apple on chopping board with stem end up. cut apple in half lengthwise.

7. With skin-side up use French knife to cut apple in quarters lengthwise.

8. With paring knife in right hand, remove core and seeds from each quarter.

9. Turn apple quarters skin-side up on cutting board.

10. Using French knife in right hand, slice each quarter lengthwise into strips about 1/2 " wide.

11. Cut apple slices crosswise, making cubes about 1/2 " in size.

12. Place cubed apples in large mixing bowl.

13. Measure lemon juice in measuring cup.

14. Add lemon juice to apples in mixing bowl. Stir lightly.

15. Clean celery. (Refer to Operation Sheet "To Clean Celery")

16. Place celery stalks on chopping board.

17. Using French knife, slash each celery stalk lengthwise into about four pieces.

18. Running French knife crosswise across several stalks at once, cut celery into 1/4" pieces.

19. Add celery to apples in mixing bowl.

20. Wipe tops of cans of cherries with dampened cloth.

21. Using can opener, open cans of cherries.

22. Place colander in container.

23. Empty cherries into colander. (NOTE: Pour juice from cherries into container and store in refrigerator.)

24. Add drained cherries to apples and celery in mixing bowl.

25. Measure chopped nuts in measuring cup.

26. Add nuts to fruits in mixing bowl.

27. Place small mixing bowl on counter.

28. Using rubber scraper and measuring cup, measure mayonnaise and place it in small mixing bowl.

29. Measure sour cream and add to mayonnaise in mixing bowl.

30. Using measuring cup, measure sugar and add to sour cream and mayonnaise in mixing bowl.

31. Using measuring spoon, measure salt and add to mayonnaise mixture.

32. Stir mayonnaise mixture well in mixing bowl, using rubber scraper.

33. With rubber scraper, fold mayonnaise mixture into apple mixture.

34. Have work checked by instructor.

35. Cover bowl of salad and place on cart.

36. Roll cart to refrigerator.

37. Refrigerate salad for at least one hour before serving.

38. Clean all equipment and return it to its proper place.

39. Clean work area. (Refer to Operation Sheet "To Clean Stainless Steel").

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Task Sheet

PREPARING MIXED FRUIT SALAD

Equipment needed

Clean cloth
Mixing bowl
Paring knife
Slotted spoon
Quart measure
Bun pan
Salad plates
Cart
Container for fruit
Paper Towels
Colander and containter
Rubber scraper

Ingredients needed

Oranges
Canned pineapple
Bananas
Fresh peaches
Grapes, white
Fruit dressing

References

Experience of instructor.

Review Operation Sheet "To Prepare Leaf Lettuce for Salad Base".

Review Operation Sheet "To Clean Stainless Steel".

Procedure

1. Assemble necessary equipment in the proper manner.
2. Using a cart, bring all ingredients from storage area to work area.
3. Peel oranges. (Refer to Operation Sheet "To Prepare Citrus Fruits".)
4. Section oranges.
5. Place orange sections in large mixing bowl.
6. Wash grapes under cold running water. Drain on paper towels.
7. Remove grapes from stem.
8. Add grapes to oranges in mixing bowl.

9. Wipe tops of pineapple cans with dampened cloth.

10. Using can opener, open cans of pineapple.

11. Place colander in container.

12. Empty pineapple into colander. (NOTE: Pour juice into container and store in refrigerator).

13. Add drained pineapple to other fruits in mixing bowl.

14. Peel and slice peaches. (Refer to Operation Sheet "To Peel and Slice Peaches")

15. Add peaches to other fruits in mixing bowl.

16. Peel bananas, cutting each banana into halves lengthwise.

17. Cut each half of banana into three equal pieces and add to other fruits in mixing bowl.

18. Measure fruit dressing, using quart measure.

19. Using a rubber scraper, add fruit dressing to fruit in mixing bowl.

20. Toss fruit and dressing lightly with rubber scraper.

21. Place bun pan on counter.

22. Place salad plates on bun pan.

23. Place clean lettuce leaves on salad plates. (Refer to Operation Sheet "To Prepare Leaf Lettuce For Salad Base")

24. Using slotted spoon, place mixed fruit on lettuce leaves.

25. Have work checked by instructor.

26. Lift bun pan to cart.

27. Roll cart to refrigerator and store bun pan of salads.

28. Clean all equipment and return it to its proper place.

29. Clean work area. (Refer to Operation Sheet "To Clean Stainless Steel")

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Task Sheet

MAKING A 3-BEAN SALAD

Equipment Needed	Ingredients
Paper towels	Can wax beans
Can opener	Can green beans
Paring knife	Can kidney beans
Small mixing bowl	Can pimentoes
Large mixing bowl	Celery
Wooden spoon	Pepper
Serving bowl	Onion
Strainer	Vinegar
Scraper	Salad oil
Plastic wrap	Salt
	Black pepper

Procedure

1. Assemble ingredients and equipment and place on cabinet top next to sink. Open door to sink.

2. Take 2 paper towels from under sink. Close door.

3. Turn on cold water faucet and moisten paper towels. Wring dry by placing between hands and twisting excess water into sink.

4. Pick one can up with hand and wipe top clean with paper towel. Place can on cabinet. Repeat until all cans are clean.

5. Open door under sink. Put towels in waste basket. Close door.

6. Pick up can opener on cabinet and open all cans. Refer to operation sheet "To Operate a Can Opener".

7. Pick up sink stopper on top of sink. Put stopper in sink so sink will hold water. Turn on cold water and fill half full.

8. Place celery and green pepper in water. Wash vegetables. Refer to operation sheet "To Wash Vegetables".

9. Pick up onion and paring knife on top of cabinet. Peel the onion. Refer to operation sheet "To Peel Vegetables".

10. With paring knife in hand, dice celery, green pepper and onion. Refer to operation sheet "To Dice Vegetables".

11. Make an oil and vinegar dressing in small mixing bowl. Refer to operation sheet "To Make Oil and Vinegar Dressing".

12. In mixing bowl, put beans and pimentoes. Open door under sink and place empty cans in waste basket. Close doors.

13. Add onion, celery and pepper to mixing bowl. Pick up wooden spoon and combine all vegetables, being careful not to break and tear vegetables.

14. Pick up small mixing bowl that contains vinegar and oil dressing. Pour over vegetables.

15. Pick up rubber scraper. Scrape remaining mixture into mixing bowl. Place scraper and mixing bowl on cabinet.

16. Pick up wooden spoon and combine vegetables with dressing. Place spoon on cabinet.

17. Pick up plastic wrap and tear off piece large enough to cover top and sides of mixing bowl.

18. Set plastic wrap on cabinet. Place plastic on mixing bowl and press edges down against bowl with hands.

19. Pick up mixing bowl with hand and go to the refrigerator.

20. With free hand open refrigerator door.

21. Place mixing bowl in refrigerator on shelf. Close refrigerator door with hand.

22. Return to sink. Wash utensils used. Refer to operation sheet "To Wash Utensils".

24 HOURS LATER

1. Assemble salad from refrigerator. Also get strainer and mixing bowl and place on cabinet top.

2. Place strainer on top of empty mixing bowl.

3. Pick up scraper and scrape bean salad from mixing bowl into strainer. Lay scraper and empty bowl on cabinet.

4. Let drain until dressing stops going through strainer.

5. Pick up strainer and pour salad into serving bowl on cabinet. Place strainer on cabinet.

6. Pour dressing from mixing bowl into sink. Place strainer and other utensils in sink and wash. See operation sheet "To Wash Utensils".

7. Pick up bean salad and place on serving table.

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Task Sheet

MAKING POTATO SALAD

Equipment Needed

Dish cloth, dampened
Paring knife
Mixing bowl
Large spoon
Can opener
Salad plates
Tray
Vegetable knife
Cutting board
Measure
Measuring spoons
Scraper
Foil

Ingredients

Potatoes
Celery
Green pepper
Pimento
Onions
Eggs
Salad dressing
Salt
White pepper

Procedure

1. Using the cart, assemble the ingredients and equipment from the storage area.

2. Wheel the cart to the work counter.

3. Following the recipe, weigh and measure the ingredients. Refer to Operation Sheets "To Weigh Foods" and "To Measure Correctly".

4. Cook the potatoes and eggs. Refer to Operation Sheets "To Cook Potatoes" and "To Hard Cook Eggs".

5. Wheel the cart to the sink.

6. Place the containers of potatoes and eggs onto the cart.

7. Wheel the cart to the sink.

8. Pour the potatoes into the sink being careful not to mash the potatoes. Allow to cool.

9. Pour the hard cooked eggs into the sink to cool.

10. Return to the work counter, cutting board section.

11. Place the bowl near the cutting board.

12. Place the cleaned celery, green peppers, and onions near the cutting board. Refer to Operation Sheets "To Wash Celery", "To Wash and Seed Green Peppers" and "To Peel Onions".

13. Place the celery, one handful at a time, on the cutting board, one stalk beside the other.

14. Using the vegetable knife, cut celery into 1/4 inch pieces.

15. Transfer celery pieces to the mixing bowl.

16. Place the pepper on the cutting board.

17. Using the paring knife, cut the pepper into 1/4 inch strips.

18. Straighten the strips of pepper to be horizontal.

19. Cut the strips of pepper into 1/8 inch pieces.

20. Transfer the pepper pieces to the mixing bowl.

21. Place the onions on the cutting board.

22. Using the paring knife, dice the onion into 1/8 inch cubes.

23. Transfer the onion pieces to the mixing bowl.

24. Take a paring knife to the sink.

25. Place the potato pan on the cart.

26. Using the paring knife, peel the potatoes.

27. Replace the potatoes, as peeled, into the pan.

28. Allow the peels to fall into the sink away from the potatoes.

29. Using the side of the sink, crack the hard cooked eggs.

30. Peel the hard cooked eggs. Refer to Information Sheet "To Peel Hard Cooked Eggs".

31. Place the eggs on top of the potatoes.
32. Place the peels into disposal. Refer to Operation Sheet "To Use Disposal".
33. Wheel cart to the work counter.
34. Using the vegetable knife, dice the potatoes on the cutting board into 1/4 inch cubes. Refer to Operation Sheet "To Dice Vegetables".
35. Place diced potatoes into the mixing bowl.
36. Repeat steps 34 and 35 for the eggs.
37. Wipe top of pimento can with damp cloth.
38. Take pimento can to can opener. Refer to Operation Sheet "To Operate Can Opener".
39. Return to work counter area.
40. Using paring knife, dice the pimento on the cutting board area into 1/8 inch squares.
41. Place the pimento pieces into the mixing bowl.
42. Weigh the salad dressing in the measure. Refer to Operation Sheet "To Measure by Weight".
43. Using scraper, add salad dressing to the mixing bowl.
44. Using measuring spoons, measure the salt and white pepper.
45. Place the measured salt and pepper into the mixing bowl.
46. Using the large spoon, mix all ingredients, using as few strokes as possible, to prevent mashing of ingredients.
47. Using foil, cover the bowl.
48. Place the bowl on the cart.
49. Wheel the cart to the refrigerator.
50. Open the door of the non-freezing area.

51. Close the door.

52. Return the cart to the work counter area.

53. Place equipment and remaining ingredients onto the cart.

54. Clean the counter area. Refer to Operation Sheet "To Clean Counter".

55. Wheel cart to food storage area and store remaining ingredients in their places.

56. Wheel the cart to the sink area and remove the equipment for washing. Refer to Operation Sheet "To Wash Equipment".

57. Dry the equipment. Refer to Operation Sheet "To Dry Equipment".

58. Return the cart to the storage area for the equipment.

59. Place each piece of equipment where it belongs.

60. Return the cart to the counter end.

References

Blair, Eualia, Professionals' Recipe Master, 1967, Ahrens

Marketable Skills Workshop Composite

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Information Sheet

GELATIN SALADS

Introduction

Gelatin is the basis for a wide variety of salads and desserts that will bring sparkle and color to meals. Gelatin salads are a way to add variety of flavor and texture to a meal.

Information

1. Gelatin is formed from protein in connective tissues of young animals.

2. Gelatin must be manufactured under sanitary conditions, to meet the high standards of purity.

3. Salads that contain gelatin are often called "molded" salads.
    a. Salads that contain little or no sugar are called "aspics" or "savory jellies".
    b. Light gelatin salad - example - tomato aspic.
    c. Main dish salad - example - chicken salad aspic.

4. From the standpoint of nutrition, all molded salads are not a good substitute for a salad containing fresh fruits and vegetables. Some good substitutes are:
    a. Tomato aspic with well seasoned tomato juice.
    b. Perfection salad with cabbage, carrot, celery, onion and green pepper.

5. Gelatin is available in two forms.
    a. Plain gelatin, which is in granular form and unflavored.
        1. Home use - packaged in envelopes containing one tablespoon or enough to gel one pint of liquid.
        2. Commercial - sold in 3 1/2 ounce packages - enough to gel one gallon of liquid.
    b. Flavored gelatin, which is in granular form, colored, flavored and sweetened.
        1. Home use - packaged in three ounce packages, or enough to gel one pint of liquid.
        2. Home use - packaged in six ounce packages, or enough to gel one quart of liquid.
        3. Commercial - packaged in 24 ounce to gel one gallon liquid.

6. Liquids used in gelatin can be fruit or vegetable juice, water, broth, milk. It is wise to use juices for they add additional flavor and nutritional value.

7. Preparation:
    a. Unflavored gelatin should be placed in cold water or cold juice to soften for five minutes. Then it is dissolved by:
        1. Adding hot liquid and stirring.
        2. Placing over hot water and stirring until the mixture is clear.
    b. Flavored gelatin is dissolved by adding hot liquid and stirring until all granules disappear.
    c. When making gelatin, use part of the liquid hot, then finish required amount with cool or cold water or other liquid.
    d. When all hot liquid is used, it takes too long to gel. Some flavor may be lost due to high temperatures.

8. Gelatin sets more quickly at cold temperature. Two to four hours are required for a pint of mixture to gel. Larger amounts take longer accordingly. Gelatin mixtures may be "set up" more quickly, if placed in ice.

    Ice or ice cubes may be substituted for part of the liquid. (Place ice or cubes in measuring cup and add water to the desired amount.)

    Vinegar and acids inhibit the action of gelatin.

    Some fruits (example: fresh pineapple) cannot be added to gelatin until it is cooked. The gelatin simply will not gel.

9. If gelatin is to be served plain, the mixture is poured into molds or serving dishes and chilled until set.

    If fruits or vegetables are to be added, the gelatin mixture is chilled to the consistency of thick unbeaten egg whites.

    The fruits and vegetables will usually float, if added when gelatin mixture is a liquid.

10. Some situations where a larger per cent or amount of gelatin is needed:
    1. When a large mold is used.
    2. Gelatin will be kept at room temperature for a long period of time.
    3. When the acid content is high.
    4. When a large amount of fruit or vegetables are being used.
    5. When the gelatin mixture is to be whipped.
    6. When there is an excess amount of sugar.

11. Gelatin is unmolded by dipping the mold into warm water - then loosen the edges with a paring knife. A serving dish is placed on top of the mold and both are turned upside down. (If mold is slightly greased with oil before gelatin is poured in, the salad is easier to unmold.)

    If gelatin does not unmold, repeat the process. A hot towel placed over the mold will help to unmold the salad.

    CAREFUL: Too hot water will melt gelatin along edges and ruin the appearance of the finished product. Refrigerate as soon as unmolded.

12. Characteristics of gelatin:
    a. Economical.
    b. Easily prepared.
    c. Changes consistency without changing taste. Melt down in warm place, but will re-gel if placed in a cool temperature again.
    d. Texture of molded salad is improved by addition of crisp ingredients.
    e. Contributes some energy nutrient in the form of low quality protein.
    f. Additional energy from carbohydrates in the sweetened variety.
    g. Has appetite and taste appeal.
    h. Is easily digested. Can be used on many types of diets.
    i. Children find it appetizing and interesting.
    j. No limit to the combinations of foods that can be used in gelatin salads.
    k. Can be prepared ahead.
    l. Stay fresh and usable several days, if stored properly.

References

Foods, Vail, Griswald, Just, Rust

The Professional Chef, The Culinary Institute of America

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Assignment Sheet

GELATIN SALADS

Introduction and Objective

To be able to make attractive gelatin salads, one must understand the various types of gelatin and their properties. Correct preparation methods are also important.

References

Assignment sheet on "Gelatin Salads".

Assignment

A. Read reference sheet.

B. Write the answers or fill blanks to the following questions:

1. Gelatin is made from ____________ of young animals.
2. Gelatin salads that contain little or no sugar are called ____________ or ________________.
3. An example of a main dish salad is ________________.
4. Two examples of a good gelatin salad, nutrition wise, are ____________________ and ____________________.
5. The two above gelatin salads are considered good salads because __________________ and ____________________ found in them.
6. We have two forms of gelatin, namely; ______________ and ______________________.
7. What type liquids may be used in gelatin salads? _______ ________________________________.
8. Explain the difference in method of making the two types of gelatin. ____ ____.

9. What is a good method to use when unmolding gelatin? ______ ____________________. If it does not unmold, what can be done? ____.

10. If fruits and/or vegetables are to be added to the gelatin mixture, when are they added? ________________________. Why? ____.

11. Some fruits will prevent gelatin from forming a gel. Give an example. ____.

12. List five characteristics of gelatin.
    a. ____
    b. ____
    c. ____
    d. ____
    e. ____.

13. How can the "gel" stage be speeded up in a salad? __________ ____

14. When is it necessary to use a larger per cent of gelatin in a salad?
    Name five situations where this is true.
    a. ____
    b. ____
    c. ____
    d. ____
    e. ____

Laboratory Practices

1. Use a recipe with plain gelatin.

2. Use a recipe with flavored variety.

Demonstration

Teacher will demonstrate layered gelatin.

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Task Sheet

PREPARING MOLDED SALAD WITH FRUIT

Equipment needed	Ingredients needed
Large mixing bowl	Lemon flavored gelatin
4-qt. measure	Orange gelatin
Fancy salad molds, with covers	Canned citrus salad fruit
Large stirrer	Canned grapefruit sections
Large measure with handle	Canned pineapple chunks
Bun pans	Hot water
Cart	
Quart measure	
Clean cloth	

References

Experience of instructor

Review Operation Sheet "To Unmold Salads"

Review Operation Sheet "To Clean Stainless Steel".

Procedure

1. Assemble necessary equipment in the proper manner.
2. Using a cart, bring all ingredients from storage area to work area.
3. Place large mixing bowl on counter.
4. Using quart measure, measure gelatin into mixing bowl.
5. Using 4-qt. measure, measure hot water.
6. Add hot water to gelatin in mixing bowl.
7. Using large stirrer, stir until gelatin is dissolved.
8. Wipe tops of cans of fruit with dampened cloth.

9. Using can opener, open cans of fruit.
10. Add fruit and juice to dissolved gelatin in mixing bowl.
11. Using large stirrer, stir until gelatin-fruit mix well.
12. Using cart that is about the same height as counter, roll cart along side the work counter.
13. Place bun pan on cart.
14. Place fancy molds on bun pan.
15. Using long-handled measure, pour gelatin mixture into molds, filling molds to 1" of top.
16. Have work checked by instructor.
17. Place covers on molds.
18. Roll cart to refrigerator and store salad until firmly set.
19. Unmold salad when ready to prepare for serving. (Refer to Operation Sheet "To Unmold Salads".)
20. Clean all equipment and return to its proper place.
21. Clean work area. (Refer to Operation Sheet "To Clean Stainless Steel".)

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Task Sheet

MAKING COLE SLAW IN A HOBART VERTICAL CUTTER MIXER

Equipment	Ingredients
Hobart Vertical Cutter Mixer (VCM)	Cabbage
French knife	Carrots
Cutting surface	Onion
Sink	Vinegar
Large mixing pan	Oil
Rubber spatula	Sugar
Cart	Dry Mustard
Scales	Salt
	Mayonnaise

Procedure

1. Prepare for work. Refer to Operation Sheet "To Prepare for Work".
2. Get cart from storage area. Wheel to equipment storage.
3. Place French knife, pan and spatula on cart.
4. Check supervisor's recipe for cole slaw.
5. Wheel cart to cold storage area.
6. Place cabbage, carrots, onions and mayonnaise on cart.
7. Wheel cart to dry storage area. Place vinegar, oil, sugar, dry mustard and salt on cart.
8. Wheel cart to sink. Wash vegetables. Refer to Operation Sheet "To Wash Raw Vegetables". Discard any spoiled cabbage leaves.
9. Place cabbages on cutting surface next to sink. Cut cabbages in quarters with French knife.
10. Place vegetables in mixing pan. Place pan on cart.
11. Wheel ingredients on cart to scales.

12. Recheck recipe. Weigh ingredients.

13. Wheel ingredients on cart to Hobart Vertical Cutter Mixer (VCM).

14. Lift cover on VCM. Place all ingredients in VCM.

15. Close cover and latch. Refer to Operation Sheet "To Operate a Hobart Vertical Cutter Mixer".

16. Recheck recipe for seconds needed in operating the Hobart VCM. NOTE: Do not mix any longer than stated or ingredients will liquefy.

17. Turn lever to ON.

18. With right hand, turn mixing baffle once, for 11 seconds.

19. Turn lever to OFF. CAUTION: WAIT FOR KNIFE SHAFT TO STOP.

20. Check ingredients through inspection cover.

21. Unlatch cover and remove ingredients with a spatula into assigned mixing pan on cart.

22. Wheel cart to refrigeration area. Place ingredients in pan in refrigerator.

23. Wheel cart with soiled utensils to pot and pan sink.

24. Clean Hobart VCM. Refer to Operation Sheet "To Clean a Hobart Vertical Cutter Mixer".

25. Check floor around Hobart VCM to see if it needs to be cleaned. Refer to Operation Sheet "To Clean Floors".

26. Wash mixing pan and other utensils. Refer to Operation Sheet "To Clean Pots and Pans".

27. Store mixing pan and utensils in assigned places.

28. Wipe cart with clean damp cloth.

29. Wheel cart to storage area.

30. Have supervisor check your work.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Task Sheet

MAKING COOKED SALAD DRESSING

Equipment

- Large measuring cup
- Bowl for dry ingredients
- Medium sized bowl for eggs
- Wooden spoon or wire whip
- Pan for hot water
- Pan to wash eggs
- Pan for heating vinegar
- Rubber scraper
- Cart
- Scales
- Dishwashing equipment
- Storage container with lid for dressing
- Portable mixer
- Steam jacketed kettle

Ingredients & Supplies

- Flour
- Sugar
- Salt
- Mustard
- Eggs
- Vinegar
- Butter
- Cold water
- Hot water
- Pot holders

References

Fowler and West, Food for Fifty. New York, John Wiley & Sons, 1958

Procedure

1. Prepare for work. Refer to Operation Sheet "To Prepare for Work".

2. Obtain cart from designated area.

3. Take cart to storage area containing equipment.

4. Place equipment on cart.

5. Take cart, containing equipment, to dry ingredients storage area.

6. Open door to storage cabinet for dry ingredients.

7. Get the scales which are stored in this cabinet also, and place scales on counter.

8. Get the dry ingredients out of cabinet and open containers - place containers on counter top: flour, sugar, salt and mustard.

9. Using scales, measure into bowl:
   a. Flour
   b. Sugar
   c. Salt
   d. Mustard

   Refer to Operation Sheet "To Measure With Scales".

10. Put lids on containers and replace containers in cabinet.

11. Close cabinet door.

12. Take cart of supplies to refrigerator area.

13. Open refrigerator door.

14. Get butter and place on cart.

15. Taking pan from cart, get needed eggs and put in pan - place pan on cart.

16. Close refrigerator door.

17. Take cart of supplies to sink area.

18. Turn on cold water faucet to a medium flow.

19. Take pan of eggs from cart and place in sink.

20. Wash eggs under running water.

21. Turn off water faucet and drain water from the eggs.

22. Move to counter beside the sink; break eggs into medium-sized bowl. Refer to Operation Sheet "To Break Eggs".

23. Take bowl of eggs to portable mixer and beat. Refer to recipe for amount of beating and refer to Operation Sheet "To Operate a Portable Mixer".

24. Bring eggs back to cart which is still at sink area.

25. Turn on cold water faucet slowly.

26. Using measuring cup, measure cold water needed for making a paste of dry ingredients. Refer to Operation Sheet "To Measure a Liquid".

27. Turn off cold water faucet.

28. Gradually stir, with wooden spoon, and mix in the cold water with dry ingredients, to make a smooth paste.

29. Turn on hot water; let run till it gets hot. CAUTION: DO NOT USE HANDS TO TEST TEMPERATURE - INSTEAD, WATCH FOR STEAM.

30. Using same measuring cup, measure hot water needed and empty into large pan on cart.

31. Turn off hot water faucet.

32. Take cart to storage area containing vinegar.

33. Open cabinet door.

34. Get container of vinegar and place on counter; then remove cap.

35. Using measuring cup, measure amount of vinegar needed into another pan on cart.

36. Close vinegar container; replace vinegar container in cabinet and close cabinet door.

37. Take cart of supplies to steam jacketed kettle.

38. Using rubber scraper, pour paste mixture into kettle. Refer to Operation Sheet "To Use a Steam-Jacketed Kettle".

39. Adjust heat on kettle.

40. Gradually pour the hot water into paste mixture in kettle, stirring continuously, while adding.

41. Cook 20 minutes in kettle, stirring often as it cooks.

42. While mixture cooks, add the butter to vinegar mixture.

43. Place vinegar and butter on range and heat. Refer to recipe for amount of heat; also, refer to Operation Sheet "To Use Cooking Surface".

44. When mixture, in kettle, has cooked 20 minutes and is thickened, add hot vinegar and butter, gradually.

45. Add, very slowly the beaten eggs to the hot mixture, stirring briskly, while adding.

46. Cook 7 minutes longer, stirring often as it cooks.

47. Turn off heat control.

48. Using a rubber scraper and pot holders, pour the mixture into the container to be used for storage.

49. Cover and place in refrigerator immediately.

50. Gather all equipment that was used; take to sink area.

51. Wash small equipment. Refer to Operation Sheet "To Wash Dishes by Hand".

52. Clean portable mixer. Refer to Operation Sheet "To Clean a Portable Mixer".

53. Clean steam-jacketed kettle. Refer to Operation Sheet "To Clean Steam-Jacketed Kettles".

54. Place cleaned small equipment on cart.

55. Return equipment and cart to storage area.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO MAKE MAYONNAISE

Objective

To learn an orderly way to prepare mayonnaise.

Introduction

Many commercial food establishments purchase mayonnaise for use. It can be prepared, however. It becomes the foundation for Russian Dressing, Thousand Island Dressing and Roquefort Dressing. Adding whipped cream to mayonnaise makes a suitable dressing for fruit, sour cream is often added to be used with crisp green vegetable or cold slaw. Bacon, cucumber and a variety of seasonings can be used to change the flavor.

Procedure

1. Assemble all of the ingredients and equipment on a cart. Refer to "Recipe for Mayonnaise".
2. Using measuring spoons, measure the dry ingredients into the small mixing bowl of the mixer. Refer to Operation Sheet "To Measure Liquid Ingredients".
3. Using a container for measuring liquids, measure the liquids to be used. Refer to Operation Sheet "To Measure Liquid Ingredients".
4. Wash the eggs under cool running water.
5. Break the eggs, one at a time, and separate the yolks into a mixing bowl.
6. Place the egg whites in a storage container,which has a lid, for use in another food.
7. Placing the mixer bowl on the mixer, turn the mixer control to low speed.

8. Add one-half of the lemon juice, slowly, to the ingredients in the mixer bowl.

9. Using the mixer attachment for mayonnaise, add one-half of the salad oil, in a fine steady stream, to the egg and lemon juice mixture. NOTE: Adding the oil slowly is necessary to prevent the mixture from curdling. Refer to Operation Sheet "To Use a Commercial Mixer".

10. Turn the mixer control to high speed.

11. Continue to beat the mixture and add the other half of the oil.

12. When the mixture is very thick, add the remaining lemon juice in a fine steady stream.

13. Turn the mixer control to OFF.

14. Using a rubber scraper, put the mayonnaise into a glass storage container.

15. Put a tightly fitting lid on the storage container.

16. Store the mayonnaise in the refrigerator.

17. Clean all of the equipment used. Refer to Operation Sheet "To Clean Commercial Mixer" and "To Clean Stainless Steel".

18. Return all of the equipment used to the proper storage place.

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Operation Sheet

TO MAKE FRENCH DRESSING

Objective

To learn an orderly method for preparing French Dressing to be served with meat, vegetables or fruit.

Introduction

French Dressing is basically a combination of oil and vinegar or lemon juice. By changing the seasonings, a variety of dressings can be made. Lemon juice is more suitable with fruits. If a sweet dressing is desired, sugar may be added. Mustard gives a zest that is often liked. Worcestershire sauce, onion juice, pickles or pimentos, may be added for occasional variety. Marinade is well-seasoned French Dressing.

Procedure

1. Assemble all of the equipment and the ingredients, which are to be used, on a cart. Refer to the recipe for French Dressing.

2. Using measuring spoons, measure each dry ingredient and place in a jar which has a tight fitting lid and which can be used for storage. Refer to Operation Sheet "To Measure Dry Ingredients".

3. Using a container for measuring liquids, measure the salad oil and add to the ingredients in the jar. Refer to Operation Sheet "To Measure Liquid Ingredients".

4. Using the container for measuring liquids, measure the vinegar or lemon juice and add to the other ingredients in the jar.

5. Put the lid on the jar tightly.

6. Shake the jar vigorously.

7. Place the jar of French Dressing in the cold storage area until it is to be used.

8. Shake the French Dressing again just before using. NOTE: The emulsion in French Dressing is very unstable and shaking the container just before use redistributes the oil and acid solution.

9. Wash and return all of the equipment used to its proper place.

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Task Sheet

MAKING CHEESEBURGERS

Equipment

- Flat bottomed pan
- No. 24 scoop
- Bun pan
- Short handled spatula
- Foil
- Scales
- Tray
- Butter roller
- Rectangular cake pan
- Parchment paper

Ingredients

- Ground beef
- Salt
- Cheddar cheese
- Buns
- Butter
- Cooking fat

Reference

USDA - Recipes Type A School Lunch, D-33

Procedure

1. Set the oven at 400 degrees F.
2. Set the slicer to slice one ounce slices of cheese. Refer to Operation Sheet "To Use the Slicer".
3. Make one cheese slice for each sandwich needed.
4. Place the cheese slices on a tray until needed.
5. Weigh enough meat for one pound for each twelve sandwiches to be made. Refer to Operation Sheet "To Measure With Scales".
6. Place the meat in the proper size pan for mixing with salt.
7. Sprinkle the salt over the meat.
8. Put on plastic gloves.

9. With the gloved hands, mix the meat and salt about one or two minutes.

10. Grease the bun pan with a piece of parchment paper which has been dipped in cooking fat.

11. With the scoop, place mounds of the meat two inches apart on the bun pan.

12. Flatten the mounds of meat to a thickness of about one fourth inch with the spatula.

13. Place the bun pans with the meat patties in the oven.

14. Bake the patties for 10 minutes.

15. Put the butter in the cake pan.

16. Set the pan on a burner.

17. Turn the burner on low heat until the butter is melted.

18. Move the pan of butter to a warm place until you are ready to use it.

19. Put the top halves of the buns in rows, cut side up, on bun pans.

20. Place the lower halves of the buns, cut side up, on other bun pans.

21. Bring the melted butter and the butter roller to your bun pans.

22. Dip the roller in the butter.

23. Roll the butter onto the cut surface of the buns.

24. Remove the pans of cooked patties from the oven.

25. With the spatula, lift a meat patty onto each of the lower halves of the buns.

26. Lay a cheese slice on each patty in the same manner.

27. Top the cheese slice with the upper half of the bun.

28. Return the bun pans with the cheeseburgers to the oven for 5 minutes.

29. Wash and put away the equipment used. Refer to Operation Sheet "To Wash Pots and Pans".

30. Check your work and have it approved by your instructor.

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Task Sheet

MAKING PIGS IN BLANKETS

Equipment

Bakers scale
Mixer
Mixer bowl
Dough hook
Cart
Gallon measure
Pastry brush
Portion Scale

Ingredients

Warm water
Dry granulated yeast
Soft butter
Dried eggs
Salt
Dried milk
Sugar
Flour
Frankfurters

References

Recipe for yeast rolls.

Kotchevar, Quantity Food Production, pp. 393-450.

Procedure

1. Make the basic yeast dough. Refer to Operation Sheet "To Make Yeast Dough".
2. Light stack ovens. Refer to Operation Sheet "To Operate Stack Ovens".
3. Set oven temperature at 400° F.
4. Bring frankfurters from the refrigerator.
5. Place frankfurters in colander in sink under hot running water for a few minutes, to take the chill off the frankfurters.
6. Set colander on drain board for a few minutes, to drain frankfurters.
7. Divide dough into 1 lb. balls, using portion scales. Refer to Operation Sheet "To Use Portion Scales".
8. Bring frankfurters to work table.

9. Grease bun pans with pastry brush.

10. Grease hands with butter.

11. Holding the 1 lb. ball, squeeze 2 oz. dough through thumb and forefinger of right hand. 8 portions per 1 lb. ball.

12. Pick up 1 frankfurter and 1 small dough ball.

13. Stretch the 2 oz. of dough to cover the frankfurter.

14. Pinch dough together over ends and seal edges.

15. Place covered frankfurter on greased bun pans - 40 per pan.

16. Let dough rise in warm place until double in volume.

17. Put bun pan in oven.

18. Bake at 400° F. for 12 to 15 minutes.

19. Remove from oven.

20. Brush with butter.

21. Serve from bun pan.

22. Clean equipment used and return to proper place.

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Task Sheet

MAKING PIZZABURGERS

Equipment	Ingredients
Frying pan	Ground beef
Bun pan	Pizza sauce
Serving spoon	Mushroom soup
Turner	Cheddar cheese

Reference

Gage Type A School Lunch Recipes

Procedure

1. Place the ground beef in the frying pan.
2. Cook over medium heat, stirring to prevent sticking together.
3. Cook until slightly browned.
4. Add mushroom soup and pizza sauce.
5. Simmer the meat, soup and sauce mixture for 5 minutes.
6. Shred the cheese on the shredding attachment of the mixer. Refer to Operation Sheet "To Use the Mixer".
7. Arrange bun halves, cut side up, on bun pans.
8. Set the oven temperature at 375° F.
9. Spoon at least 2 tablespoons of the meat mixture onto the bun halves.
10. Top the meat mixture with shredded cheese.
11. Slide the bun pans, with the pizzaburgers, into the oven until the cheese melts.
12. Wash and store the equipment used. Refer to Operation Sheet "To Wash Pots and Pans".
13. Check your work and have it approved by your instructor.

HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Task Sheet

PREPARING SALAD SANDWICHES

Equipment

Spatula
Sharp knife
Cutting board
Trays for completed sandwiches
Tray for supplies
Tray for equipment
#20 scoop
Mixing bowl
Refrigerator bowl with cover
Mixing spoon
Sandwich bags
Plastic gloves
Dishwashing equipment

Ingredients

Bread
Soft butter
Sandwich spread ingredients
(Refer to recipe)

Reference

School Lunch Journal, February, 1963, pp. 46-47

Procedure

1. Prepare for work in kitchen. Refer to Operation Sheet "To Prepare for Work".

2. Remove trays from underneath sandwich and salad preparation area.

3. Place tray on counter. Collect needed equipment from counter area and place on tray.

4. Refer to assigned recipe for salad sandwiches.

5. Using a second tray, collect needed ingredients from lunchroom refrigerator and supply cabinet.

6. Take tray with ingredients to preparation area.

7. Follow recipe instructions for preparing spread.

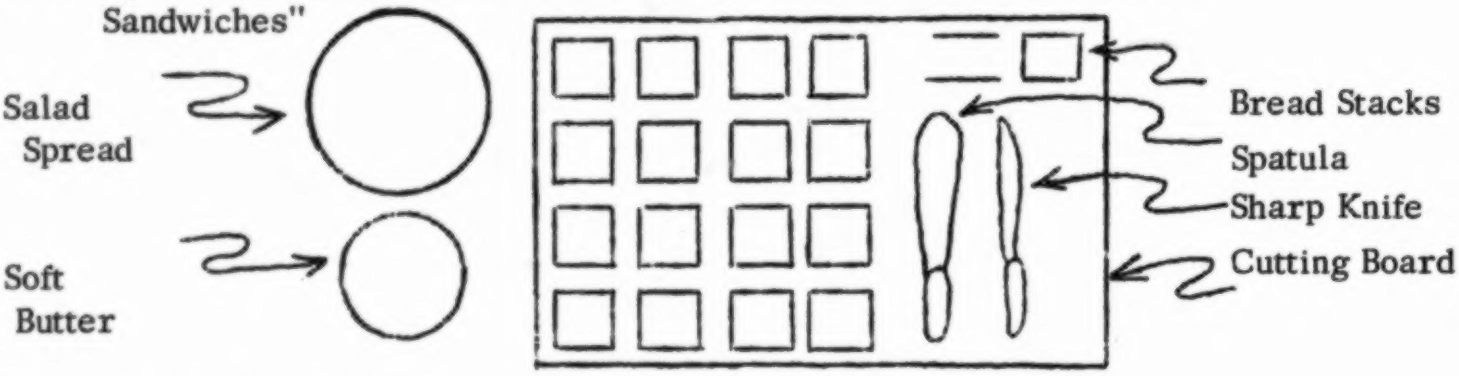
8. Cover mixing bowl with aluminum foil.

9. Place mixing bowl, with spread, in refrigerator.

10. Return perishable foods to the refrigerator.

11. Return staple foods to the supply cabinet.

12. Open bread wrapper. Refer to Operation Sheet "To Use Bread for Sandwiches"



13. Put on plastic gloves.

14. Pick up four slices of bread at a time. Line up in four vertical rows on cutting board.

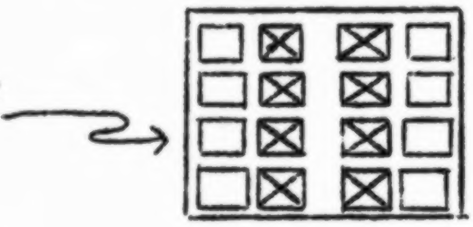
15. Remove bowl with spread from refrigerator and place next to board.

16. Using spatula, dip in butter and spread butter on the bread from the left to the right.

17. Remove aluminum foil from bowl.

18. Dip #20 scoop into spread. Level scoop with spread against the side of the bowl.

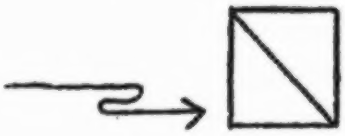
19. Empty the scoop of spread on the two center rows of bread



20. Spread the spread to the edge of the bread with the spatula.

21. Using both hands, cover spread with bread slices from the outside rows.

22. Stack sandwiches three high and cut diagonally with sharp knife.



23. Put each sandwich into a sandwich bag.

24. Stack sandwiches three high on serving trays.

25. Repeat procedure 14, 16 and 18 through 24 until estimated number of sandwiches are made. Check with instructor.

26. Place tray of sandwiches in lunchroom refrigerator.

27. Store any remaining spread in refrigerator bowl and place cover on securely. Place in refrigerator.

28. Collect all equipment on equipment tray.

29. Wash equipment and equipment tray. Refer to Operation Sheet "To Wash Dishes by Hand".

30. Replace equipment in the correct place.

31. Wipe preparation area with dish cloth.

32. Replace dishwashing equipment. Refer to Operation Sheet "To Wash Dishes by Hand".

33. Have work checked by instructor.

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Task Sheet

MAKING "SLOPPY-JOES"

Equipment	Ingredients
Stock pot with lid	Ground beef
Wooden spoon	Canned barbecue sauce
Tray for supplies	Salt
Tray for equipment	
Dishwashing equipment	
Pot holders	
Paper towels	

Procedure

1. Prepare for work in kitchen. Refer to Operation Sheet "To Prepare for Work".
2. Check with instructor for amount of "Sloppy Joe" mixture to be prepared.
3. Go to hot food preparation kitchen.
4. Remove trays from underneath counter in hot food preparation kitchen.
5. Collect equipment from cabinets in hot food preparation kitchen and place on a tray.
6. Place tray on the counter to the left of the range.
7. Collect ingredients from lunchroom refrigerator and supply cabinet and place on tray.
8. Take tray of supplies to hot food preparation kitchen and place on the counter.
9. Take stock pot from equipment tray and place on burner on range.
10. Take ground beef from supply tray and place in stock pot.
11. Turn on range burner. Refer to Operation Sheet "To Operate a Range".
12. Saute ground beef. Refer to Operation Sheet "To Saute Meat".

13. Add canned barbecue sauce to sauteed meat.

14. Add salt to combined meat and barbecue sauce.

15. Stir until thoroughly mixed.

16. Turn range burner to simmer position. Refer to Operation Sheet "To Operate A Range".

17. Remove wooden spoon from "Sloppy Joe" mixture and place spoon on equipment tray.

18. Place lid on stock pot.

19. Simmer until serving time.

20. During simmering period, remove lid every five minutes and stir thoroughly. CAUTION: USE POT HOLDERS WHEN LIFTING LID AND STIRRING "SLOPPY JOES".

21. Return ingredients to lunchroom refrigerator and supply cabinet.

22. Collect all equipment on equipment tray.

23. Wash equipment and equipment tray. Also, wash empty barbecue sauce jars. Refer to Operation Sheet "To Wash Dishes by Hand".

24. Return empty barbecue sauce jars to supply cabinet.

25. Replace equipment in cabinets.

26. Place paper towel on range.

27. Place wooden spoon on paper towel on range for stirring "Sloppy Joes".

28. Wipe preparation area with dish cloth.

29. Replace dishwashing equipment. Refer to Operation Sheet "To Wash Dishes by Hand".

30. Have work area checked by instructor.

PART V. CLEANING AND EQUIPMENT

Operation Equipment

4-Quart Pressure Cooker, Information Sheet

Operating a 4-Quart Pressure Cooker, Assignment Sheet

To Operate a 4-Quart Pressure Cooker, Operation Sheet

To Open Boxes and Shelve Cans, Operation Sheet

To Prepare Dish Machine For Use, Operation Sheet

To Use a Deep Fat Fryer, Operation Sheet

To Use a Commercial Mixer, Operation Sheet

To Measure With Scales, Operation Sheet

To Use a Hobart Mixer-Cutter, Operation Sheet

To Use a Portable Electric Mixer, Operation Sheet

To Operate A Food Slicer, Operation Sheet

To Use a Steam Jacketed Kettle, Operation Sheet

To Operate an Automatic Washer and Dryer, Operation Sheet

Cleaning Equipment

To Clean a Manual Bench Type Can Opener, Operation Sheet

To Clean a Coffee Urn, Operation Sheet

To Clean a Dish Machine, Operation Sheet

To Clean a Food Mixer, Operation Sheet

To Clean a Food Slicer, Operation Sheet

To Clean a Garbage Can, Operation Sheet

To Clean a Grill, Operation Sheet

Cleaning Equipment Continued

To Clean a Milk Dispenser, Operation Sheet

To Clean an Oven, Operation Sheet

To Clean a Potato Peeler, Operation Sheet

To Clean a Refrigerator, Operation Sheet

To Clean a Walk-In Refrigerator, Operation Sheet

To Clean Stainless Steel - Daily, Operation Sheet

To Clean a Steam Jacketed Kettle, Operation Sheet

Other Cleaning

To Clean a Hard Surface Floor Covering by Spray Method, Operation Sheet

To Clean a Kitchen Floor, Operation Sheet

Daily Cleaning of the Dining Area, Task Sheet

Disposing of Waste in Dining Area, Task Sheet

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Information Sheet

4 QUART PRESSURE COOKER

Introduction

The pressure cooker is an excellent way to prepare meats and vegetables because it is fast, economical and saves nutrients. When operated according to directions, it is a safe way to cook; however, many safety measures must be used. The information given below will aid in its proper use.

Information

All cooking time given in recipes are approximate due to differences in tenderness of meats and vegetables because of age, type, etc. The recipes are based on the average cooking time. Experience will help you to determine actual time.

At altitudes of 2000 feet or higher, use 10 lbs. pressure if recipes indicates 5 lbs. pressure. Use 15 lbs. if 10 lbs. pressure is shown. The cooking time should also be increased slightly if 15 lbs. is called for. This applies to canning as well as cooking.

The pressure cooker cooks faster than other methods of cooking due to the pressure that builds up inside the pan. The tight fitting lid seals the pan and keeps the pressure inside so it remains constant. The pressure control contains holes marked 15, 10 and 5 lbs. pressure. The control is placed on vent tube at the desired lbs. pressure. The type of food cooked determines the lbs. of pressure. Refer to recipe.

Because of the high temperature of 250 fahrenheit which is attained with pressure pan at 15 lbs. pressure, it is an excellent sterilizer. To sterilize, place rack in pan, add 11/2 Cups water and place items on rack. Set control at 15 lbs. pressure. When control jiggles, reduce heat and time. Fifteen minutes is recommended for instruments, bottles, utensils, rubber goods and heat resistant plastic goods. Thirty minutes is recommended for liquids and dressings.

Be sure all pressure is out of pan before lid is removed. This can be done by cooling pan under faucet with cold water before removing lid.

Do not cook apple sauce, rhubarb, cranberries, pearl barley, split peas or pea soup in pressure pan. They tend to froth or sputter and sometimes block vent tube.

Information Sheet - 4 Quart Pressure Cooker

Before placing lid on pan, be sure vent tube is open. Hold it up to the light. If you can see through it, it is clear and ready to use.

If heavily salted liquids such as soup are stored in aluminum pressure pans, this may cause the pan to become pitted.

To make cleaning easiest, pour warm water into the pan immediately after removing the food.

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Assignment Sheet

OPERATING A 4 QUART PRESSURE COOKER

Objective

To learn to operate a pressure cooker safely.

Information

If the pressure cooker is cared for correctly, it will last many years and give safe and economical service.

Procedure

Show wall chart "Using Pressure Cooker". Students identify parts of pressure cooker with pressure cooker located in laboratory.

Cook chuck roast according to directions in operational and task sheet.

Cook chuck roast by baking. Refer to cook book for instructions.

Compare baked and pressure cooked chuck roast according to flavor and time baked.

Discuss advantages and disadvantages of both methods of cooking.

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Operation Sheet

TO OPERATE A 4 QUART PRESSURE COOKER

Objective

To learn a correct and safe way to operate a pressure cooker.

Procedure

1. Assemble ingredients and equipment from storage area, place on cart. Wheel cart to cabinet next to sink. Place supplies on cabinet.

2. Remove lid from pressure pan by moving top handle to right. Place lid on cabinet.

3. Pick up food and place in pressure pan.

4. Turn on cold water. Pick up measuring cup. Place cup under water and fill according to recipe. Pour water into pressure cooker over food.

5. Turn off water and set measuring cup on cabinet.

6. Pick up rubber gasket and lid and place gasket inside rim of lid.

7. Set lid on pan with pan handle and lid handle apart so that the arrow on cover points to line on pan handle.

8. Bring together handles until top handle is directly over bottom handle.

9. Pick up control from cabinet and place at correct pounds of pressure on vent tube. Refer to recipe.

10. With both hands, pick up pan by handles and place on range burner.

11. With hand, turn on high heat. Refer to operation sheet "To Operate Electric Range".

12. Listen for a jiggle and sputter sound which tells that the correct pressure has been reached.

13. When you hear the first jiggle, look at clock on range and start timing the cooking time by setting the timer. Refer to recipe for correct length of time. For setting the clock, refer to operation sheet "To Operate Electric Range".

To Operate a 4-Quart Pressure Cooker-continued

14. With hand, reduce heat to medium on range and finish cooking. Refer to operation sheet "To Operate Electric Range".

15. When pressure has been maintained for required length of time, turn range to "off". Refer to operation sheet "To Operate Electric Range".

16. Go to sink, place sink stopper in drain. Turn cold water faucet on and fill sink about 1/4 full.

17. Return to range. Pick up pressure saucepan by the handles. Walk to sink and place in sink with cold water.

18. Balancing pressure cooker with one hand, turn on cold water faucet with other hand and let cold water fall on top of cooker.

19. After 15 seconds, turn off cold water.

20. With hand, nudge control to test if there is pressure left. If there is still pressure in cooker, there will be a sound of steam escaping when nudged.

21. If there is steam left, repeat steps #18, #19 and #20.

22. Pick up pressure pan with both hands and place on pot holder located on cabinet next to sink.

23. Pick up fork on cabinet and insert into holes on control.

24. With fork, remove control from pan and place on cabinet. Place fork on cabinet.

25. Remove lid by placing one hand on bottom handle and other hand on top handle. Pull handles in opposite direction. When top handle will not go any farther, stop.

26. Pick up lid with handle, opening away from face, and place on cabinet.

27. Pick up serving bowl on cabinet and place near pressure pan.

28. Pick up pressure pan with both hands on handle, pour food into serving bowls.

29. Set down pressure pan on cabinet.

30. Assemble all utensils used. Refer to operation sheet "To Wash Cooking Utensils" and prepare for washing.

31. Pick up serving bowl and place on serving table.

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Operation Sheet

TO OPEN BOXES AND SHELVE CANS

Objective

To clear storage area quickly and keep canned goods in easy to find and organized way on the shelves.

Introduction

Prompt storage of canned goods keeps the store room neat and uncluttered. If food is stored in a regular place each time a shipment is received, the food is easy to find and the amount on hand can be seen.

Procedure

1. Get cart from designated area.
2. Get tool from drawer in kitchen.
3. Take cart and tool to store room.
4. Lift carton, to be opened, onto cart.
5. Insert sharp corner of blade of opening tool into top edge of box. Applying pressure, quickly draw tool along top four edges of box. Move around the box so the blade is always going away from you and never toward you. CAUTION: THE BLADE OF THE OPENING TOOL IS VERY SHARP AND CAN BE DANGEROUS.
6. Put the tool down, take off the lid from carton and place it on the shelf of cart.
7. Wheel cart to proper storage shelf for the contents of box.
8. Arrange old stock of cans to the front of the shelf.
9. Lift cans from box and place on back of shelf with can label toward front of shelf.
10. Empty box carton and take cart back for next full carton.
11. Place empty boxes in a neat stack by door for maintenance man.

To Open Boxes and Shelve Cans-continued,

12. Check the shelf where saved boxes are kept. Be sure there are six good boxes, except the six which are to be kept, are neatly stacked by door.

13. Repeat Steps 4-11 until all cartons are emptied, canned goods shelved and empty boxes, except the six which are to be kept, are neatly stacked by door.

14. Replace tool in drawer.

15. Return cart to position by store room.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO PREPARE THE DISH MACHINE FOR USE

Objective

To learn a correct method to prepare the dish machine for use.

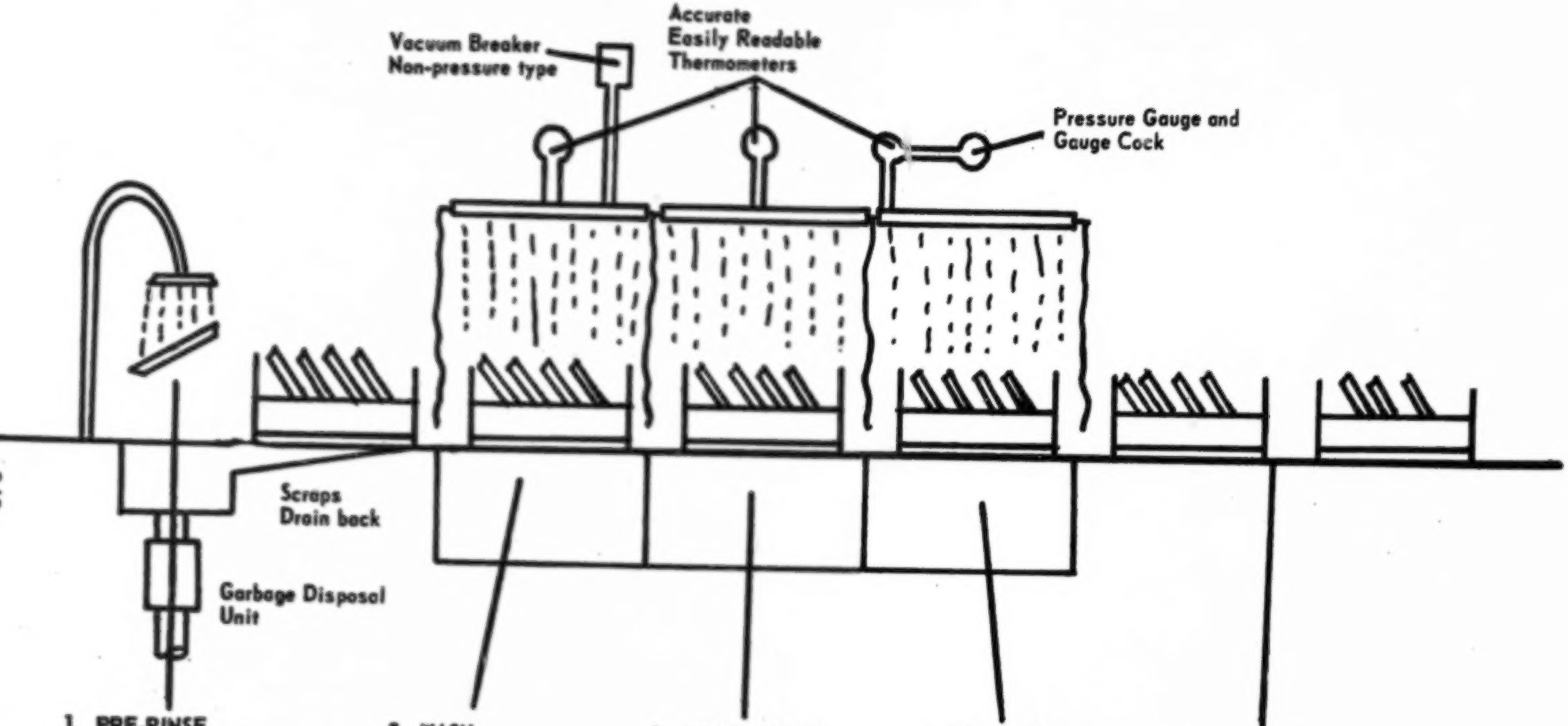
Introduction

Each removable part of the dish machine has its own use in the proper functioning of the machine. The parts must be put in the correct places so the wash and rinse will get to all surfaces of the dishes and silverware.

Procedure

1. Work from the front of the machine.
2. Check drain stand pipe to see that it fits tightly in drain.
3. Slide the front tray support under wash tubes and place on lower ledge, which is under guide rails, so ledge of tray support is toward the stand pipe.
4. Slide the rear tray support under wash tube and place on lower ledge under guide rails, so the ledge of tray support is toward the stand pipe.
5. Pick up one scrap tray by the long handle and place one end on the ledge of the rear tray support and the other end on the ledge of the front tray support.
6. Pick up the other scrap tray and repeat Step 5.
7. Check to see that rinse spray tubes and nozzles are in correct position.
8. Close front hood.
9. Have supervisor check your work.

MACHINE DISHWASHING - TWO TANK TYPE



1. PRE-RINSE
   - a. Rack cups and glasses upside down and spread flatware thin before washing. Don't nest dishes.
   - b. Softens dried on food particles.
   - c. Lessens wash water contamination.
   - d. Warm water used to remove food scraps.
2. WASH
   - a. Use effective concentrations of a suitable detergent.
   - b. Hot water is needed between 140°F - 160°F.
3. POWER RINSE
   - a. Hot water is needed at 170°F.
4. FINAL RINSE
   - a. Hot water is needed at 180°F.
5. AIR DRY
   - a. Store in a clean dry place.
   - b. Don't store utensil and dish racks on the floor.

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Operation Sheet

TO USE A DEEP FAT FRYER

Objective

To learn a safe and proper method for operating a deep fat fryer.

Introduction

A fry kettle may be used for meats, vegetables and fritters to add variety to menus.

Procedure

1. Fill the fryer half full with shortening.
2. Heat the fryer to the proper temperature. CAUTION: NEVER HEAT ABOVE 400° F.
3. Have food free of crumbs and moisture. See operation sheet "Preparing Food for Deep Fat Frying".
4. Place food in fryer basket. NOTE: DO NOT CROWD THE FRYER BASKET.
5. Place basket of food in fat.
6. Fry until done. Check with instructor.
7. Remove basket of food from the fryer.
8. Drain excess fat into fryer, according to instructions.
9. Empty basket of fried food on paper towels.
10. Serve immediately.
11. Clean the fryer. Refer to operation sheet "To Clean a Deep Fat Fryer".

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Operation Sheet

TO USE A COMMERCIAL MIXER

Objective

To learn to use a commercial food mixer.

Introduction

A mixer is used in the preparation of many different foods. A worker should know how to operate a mixer safely and efficiently and how to use the various beaters and attachments.

Procedure

1. Roll mixer bowl to work area on wheels provided.
2. Place ingredients in bowl.
3. Roll mixer bowl to mixer.
4. Position bowl so that projections on mixer fit into holes on each side of bowl.
5. Push lever back on each side to secure the bowl.
6. Attach the beater needed by sliding the beater into the mixer shaft as far as possible.
7. Lock beater in place by turning the beater clockwise.
8. Turn the wheel clockwise until the wheel stops to raise bowl to proper height.
9. Ask instructor to approve work before continuing.
10. Turn switch to "ON" position.
11. Dial speed control: (1 slow - 5 fast). Refer to recipe.
12. Turn switch to "OFF" position. CAUTION: ALLOW THE BEATER TO COMPLETELY STOP MOTION, TO PREVENT ACCIDENTS.
13. Scrape sides of bowl with a long handled scraper.

14. Turn switch to "ON" again and mix until ingredients are as recipe indicates.

15. Turn switch to "OFF".

16. Crank wheel clockwise to lower bowl.

17. Scrape food from beater with scraper.

18. Remove beater by turning beater counter-clockwise and pulling down.

19. Take beater to sink and get small sauce pan to use as a dipper.

20. Roll cart with empty pans beside mixer.

21. Dip food into pans using scraper on side of bowl.

22. Roll bowl to sink.

23. Wash and dry bowl and attachment and return to proper storage near mixer.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Operation Sheet

TO MEASURE WITH SCALES

Objective

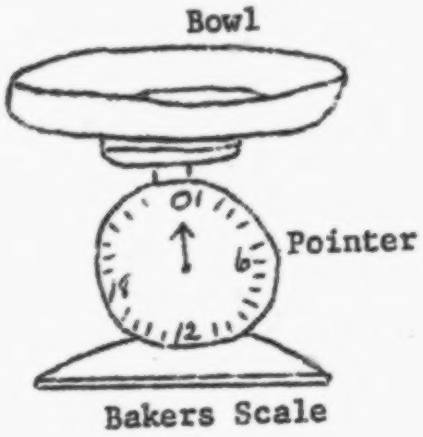
To learn to measure with scales.

Introduction

To weigh is more accurate than to measure volume. (Many workers think it is easier to measure volume than to weigh because they are used to doing it that way.) Weighing is done more rapidly, than measuring by volume.

Procedure

1. Set up equipment in baking area.
2. Place bowl on scales.
3. Set pointer at "O".
4. Secure ingredient to be weighed. Use hand scoop to lift ingredient from bin to bowl which is on top of scales.
5. Add ingredient to bowl until pointer reads designated number of pounds.
6. Have work checked by instructor.
7. Weigh all dry ingredients before weighing moist ingredients.
8. Clean equipment which was used and return to proper location.



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Operation Sheet

TO OPERATE A HOBART VERTICAL CUTTER MIXER

Objective

To learn a correct method of operating a Hobart Vertical Cutter Mixer, which shall be known as a Hobart VCM.

Introduction

Correct operation of the Hobart VCM will enable the worker to rapidly prepare large quantities of food, such as cole slaw, meat loaf and baked goods.

Procedure

1. Secure cart from storage area.
2. Secure large pan and rubber spatula from storage. Place on cart.
3. Secure recipe from instructor. Refer to recipe.
4. Take cart to food storage.
5. Place all needed ingredients from food storage on cart.
6. Roll cart to scales.
7. Place prepared ingredients in pan. Weigh ingredients.
8. Replace pan on cart.
9. Roll cart to Hobart VCM.
10. Lift cover of Hobart VCM. Place ingredients in bowl of VCM.
11. Check recipe for length of time to run Hobart VCM. NOTE: If VCM runs seconds too long, ingredients will liquefy.
12. Put cover over bowl of VCM. Lift latch to lock cover.

13. With left hand, push lever to "ON".

14. With right hand, turn mixing baffle for correct number of seconds as given in recipe.

15. Push lever to "OFF". Lift inspection cover after one turn of mixing baffle to see if product is mixed enough. If product is not done, turn mixing baffle again.

16. Push lever to "OFF". CAUTION: WAIT FOR KNIFE SHAFT TO STOP. SERIOUS DAMAGE CAN RESULT.

17. With spatula, remove ingredients from VCM into assigned container on cart.

18. Wheel cart to correct refrigeration area. Place ingredients in storage area.

19. Clean Hobart VCM. Refer to operation sheet "To Clean a Hobart Vertical Cutter Mixer".

20. Check floor to see if it needs to be cleaned. Refer to operation sheet "To Clean Floors".

21. Take cart with utensils on it to pot and pan sink. Refer to operation sheet "To Clean Floors".

22. Clean cart with damp cloth.

23. Replace cart in storage.

24. Have supervisor check your work.

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Operation Sheet

TO USE A PORTABLE ELECTRIC MIXER

Objective

To learn the correct way to use a portable electric mixer.

Introduction

Many mixing jobs can be done with the portable hand mixer.

Procedure

1. Collect all ingredients needed and place ingredients on a tray in mixing center.
2. Choose a bowl large enough to hold contents without overflow or spattering.
3. Place ingredients in bowl.
4. Get mixer and beaters from storage.
5. Lift mixer with left hand and tilt motor back.
6. Pick up beater with hand and place stem end into hole on bottom of motor unit.
7. Turn beater slightly and press up until there is a click.
8. Pick up beater with right hand and place stem end into hole on bottom of motor unit.
9. Check control to see if it is in position.
10. Take mixer in one hand and plug cord into wall outlet with the other hand.
11. Push button on top of handle with right thumb to start mixer.
12. Select speed according to recipe instructions.
13. Scrape down sides of bowl with rubber spatula as directed in recipe.

14. Mix as long as instructions specify.

15. When finished mixing, turn mixer to slow speed and raise beaters slowly from batter until batter has dropped from beaters.

16. Turn mixer off.

17. Place mixer back on heel rest.

18. Remove cord from wall outlet.

19. Push beaters up and turn slightly.

20. Beaters slide out.

21. Scrape off excess batter with rubber spatula.

22. Rinse beaters in running water as soon as removing.

23. Wash thoroughly.

24. Clean motor body with damp cloth and wipe dry.

25. Store mixer.

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Operation Sheet

TO OPERATE A FOOD SLICER

Objective

To learn to operate a food slicer in a safe, efficient manner.

Introduction

The correct use of a food slicer does a job more quickly and neatly than hand slicing and makes uniform portions.

Procedure

1. Put the plug into the socket. CAUTION: DO NOT TOUCH THE ELECTRIC CORD OF APPLIANCES WITH WET HANDS.
2. Secure the blade guard in place.
3. Place the food on the chute or channel.
4. Fasten the food in the chute with the food clamp.
5. Adjust the slice indicator.
6. Put on plastic gloves.
7. Turn on the switch.
8. Place the right hand on the handle of the food follower. CAUTION: DO NOT PLACE THE HAND ON THE FOOD TO PUSH IT THROUGH.
9. Push the carrier across the blade.
10. Catch the slice from underneath with the gloved left hand.
11. Weigh the slice. Refer to operation sheet "To Measure with Scales".
12. If necessary, readjust the slice indicator to give the correct portion. Refer to Related Information Sheet "Portion Control".

13. Continue slicing until the job is done.

14. Arrange the slices in a receiving pan as they are cut.

15. Take apart and clean the slicer. Refer to operation sheet "To Clean a Slicer".

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TO USE A STEAM-JACKETED KETTLE

Objective

To learn to use an efficient and safe method of operating a steam-jacketed kettle.

Introduction

A steam-jacketed kettle saves time, labor and money. Uniform cooking is assured because the heat is distributed over the entire kettle.

Procedure

1. Measure the water and salt into the kettle.
2. Heat to boiling.
3. Add the food.
4. Turn the steam inlet valve.
5. When the food is finished, turn the valve off.
6. Draw off the water through the draw-off faucet.
7. Remove the food from the kettle into counter pans on the cart.
8. Take to service area.
9. Clean the kettle. Refer to operation sheet "How to Clean a Steam-Jacketed Kettle".

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Operation Sheet

TO OPERATE AN AUTOMATIC WASHER AND DRYER

Objective

To learn a correct method of operating an automatic washer and dryer.

Introduction

Many small food service establishments care for their own dish cloths, towels, aprons and uniforms. The correct and efficient operation of the automatic washer and automatic dryer is essential.

NOTE: The washer is installed properly with the water hoses and drains in proper position. Dryer, also, properly installed.

Procedure

1. Sort clothes into stacks of like kinds.
2. Be sure Cycle Selector Knob is pushed in. (OFF)
3. Load clothes loosely into washer. Maximum load is to the bottom of Lint Filter.
4. Set water temperature selector - refer to chart on wall above washer.
5. Set Speed Selector.
6. Measure detergent - refer to chart for amount - and place directly on dry clothes, just back of agitator.
7. Close door.
8. Turn cycle selector knob to the right (clockwise) to the "Fill" position of the desired cycle.
9. Pull the selector knob - the washer will fill and proceed automatically.
10. For "Wash and Wear" (uniforms) change rinse water temperature, after the agitation starts. Refer to chart for correct rinse temperature.

11. While the washer is operating, prepare the dryer for use.

12. Check the lint screen - clean, if necessary (remove lint).

13. Push door release to open the dryer door.

14. Be sure the Stop-N-Dry control is in the horizontal position.

15. When the washer stops, remove clothes from washer and place into the dryer.

16. Close the door securely.

17. Turn the Fabric Selector to the desired setting according to the chart on wall above dryer.

18. Turn the Cycle Indicator to the desired cycle and drying time - refer to wall chart.

19. While the clothes dry, clean the washer. Wipe the washer inside and outside with a damp cloth.

20. Leave the washer door open to thoroughly dry.

21. When the selected drying time has elapsed, the dryer will stop automatically.

22. Remove the clothes immediately to minimize wrinkling. Hang uniforms on hangers and place in storage closet for uniforms. Aprons are folded and placed in basket in linen closet. Dish cloths and dish towels are folded and placed on appropriate shelves in the linen closet.

23. Clean the Lint screen.

24. Be sure dryer door is closed.

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Operation Sheet

TO CLEAN MANUAL BENCH TYPE CAN OPENER

Objective

To learn a correct method for cleaning a manual type can opener.

Introduction

It is very important that a can opener is cleaned very thoroughly because of its contact with foods of all kinds in the opening process of the can.

Procedure

1. Remove the opener from the base by lifting shank from the base.
2. Soak the shank assembly in a hot solution of Tetrox, 1 ounce per gallon of water. Soak 2 minutes.
3. Scrub all parts with a stiff-bristled brush. Give special attention to the blade and the can holding mechanism.
4. Rinse in hot water.
5. Cover shank assembly with hot water to which 1/2 ounce Mikro Quat, per gallon of water, has been added. Let soak 2 minutes.
6. Remove opener from solution.
7. Check blades to make sure that they are clean. (If blades are not clean, repeat Steps 3-6).
8. Dry blade with paper towel to prevent rust.
9. Wipe the base of the can opener with a cloth dampened in rinse water solution - #5 above.
10. Wipe around the edge of the base. Detach monthly and clean under the base.

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Operation Sheet

TO CLEAN A COFFEE URN

Objective

To learn a correct and sanitary method of cleaning a coffee urn.

Introduction

Good coffee is only accomplished by having a clean and sanitary coffee urn.

Procedure

1. Assemble cleaning equipment and place on counter next to urn.
2. Pick up pan and place under coffee spout. Turn on spout with hand. Refer to operation sheet "To Operate Coffee Urn". Drain all of coffee from urn.
3. Go to sink, pour coffee down drain. Set dirty pan on counter.
4. Pick up large pan next to sink and place under water faucet.
5. Turn on water faucet and fill with hot water.
6. Turn off water. Pick up pan with both hands and place on counter next to coffee urn.
7. Pick up lid from coffee urn with hand and place on counter.
8. With both hands, pour the pan of hot water in top of urn to a point above coffee stain lines. CAUTION: POUR SLOWLY SO WATER WILL NOT TOUCH BODY.
9. Place water container on cabinet. Pick up urn cleaner compound and add to water according to directions on box. Pick up lid and replace on urn.
10. Pick up coffee urn plug and plug into electrical outlet. CAUTION: BE SURE HANDS ARE DRY.

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11. Pick up warning tag and place on urn to show it is being cleaned.

12. Let coffee urn, with cleaning compound, set for 30 minutes.

13. After thirty minutes, unplug urn with hand.

14. Pick up urn lid with hands. CAUTION: HELP PREVENT BURNS BY LIFTING TOP AWAY FROM PERSON. Place on counter.

15. Pick up long handled brush. Scrub inside of urn until clean and no stains remain.

16. Pick up container on counter. Place under coffee spout, turn on spout. Refer to operation sheet "To Operate Coffee Urn".

17. Drain all water out into pan. Pick up water and take to sink and empty into sink.

18. Loosen and remove cap on top of sight glass gauge by unscrewing. Place on counter.

19. Pick up small container and go to sink. Place under water faucet at sink. Turn on cold water and fill half full of water. Turn off water.

20. Pick up container and return to urn. Pick up small long handled brush and moisten brush in water.

21. Run moistened brush through glass tube three times. Lay brush on counter.

22. Pick up water and empty in sink. Return to urn.

23. Pick up all supplies used and tag from urn and store correctly.

24. Return to sink and wash utensils used. Refer to operation sheet "To Wash Utensils".

25. Have instructor check work.

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Operation Sheet

TO CLEAN A DISH MACHINE

Objective

To learn a correct method for cleaning a dish machine.

Introduction

The dish machine must be cleaned thoroughly each day if it is to function properly. The machine needs to function properly to kill as many bacteria as possible during the dishwashing and rinsing cycle.

Procedure

1. Raise the curtains of the machine.
2. Remove scrap trays.
3. Rinse scrap trays under tray over garbage disposal. Refer to operation sheet "How to Operate the Garbage Disposal".
4. Put scrap trays in pot and pan sink.
5. Remove stand pipe.
6. Put stand pipe in pot and pan sink.
7. Run cold water in pot and pan sink, then the hot water. Have water as hot as your hands can stand.
8. Obtain germicidal detergent from shelf by sink and add to the hot water, according to instructions on the bottle.
9. Remove front and rear supports from the dish machine.
10. Place supports in pot and pan sink.
11. Run hot water into other section of pot and pan sink. NOTE: This should be as hot as possible - from the faucet.

12. Add sanitizing solution in last compartment of sink, according to directions on the bottle.

13. Scrub parts in sink with steel brush and put in sanitizing water.

14. Take parts out of sanitizing solution and air dry on counter.

15. Secure towels from cupboard behind the pot and pan sink. Place on dish machine counter.

16. Obtain a pail from the shelf under the counter by the pot and pan sink.

17. Place pail in sink.

18. Turn on hot water.

19. Fill pail half full with hot water.

20. Add one half cup of germicidal detergent.

21. Secure a steel brush from shelf.

22. Take brush and pail of hot detergent water to dish machine.

23. Scrub the inside of machine with brush and hot detergent water.

24. Scrub the wash spray tubes and rinse nozzles to remove lime deposits.

25. Empty remaining water into dish machine and let it run out the drain. Using a clean towel, swish the water around as it is running out.

26. Take the pail to the pot and pan sink, rinse it and store under counter.

27. Place stand pipe in machine.

28. Wash stainless steel on dish machine. Refer to operation sheet "To Clean Stainless Steel".

29. Using clean towels, dry the inside and outside of machine thoroughly.

30. Wipe dials and handle with damp towel and dry with towel.

31. Remove plug in pot and pan sink, let water run out and wipe dry.

32. Hang towels on rack.

33. Have supervisor check your work.

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Operation Sheet

TO CLEAN A FOOD MIXER

Objective

To learn a correct method for cleaning a food mixer.

Introduction

Any equipment that comes into direct contact with food must be kept as sanitary as possible. The food mixer must be kept clean, since it does come into direct contact with the food substances.

Procedure

1. As soon as the food has been emptied from the mixer, rinse it by spraying with the Mikro Spray and 1/2 ounce Mikro Quat per gallon of water. Set the Mikro Spray at 200 ppm.
2. Remove the bowl and beaters to the pot and pan washing sink. Wash them in a solution of 1 ounce Textrox per gallon of water at 110° Fahrenheit.
3. Rinse and sanitize in a solution of 1/2 ounce Mikro Quat per gallon of water.
4. Dry beater and bowl with a clean towel.
5. Wash the saddle, saddle shaft, beater shaft, shell and base of unit with the same solution as in Number 2 above. Use a wire brush in area directly above beater, pay special attention to beater shaft.
6. Rinse by spraying again with the Mikro Spray as in procedure number 1.
7. Let air dry.

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Operation Sheet

TO CLEAN A FOOD SLICER

Objective

To learn a correct method to clean a food slicer to meet sanitary requirements and to be safe.

Introduction

A slicing machine should be kept clean and sparkling for the same reason you wash the table utensils in your home. Food cut on a clean slicer looks more appetizing and has greater sales appeal.

Procedure

1. Remove the electric cord from the socket.
2. Set blade control indicator at zero.
3. Remove sharp knives. The knife should be removed periodically. To remove knife, see Figures 2, 3 and 4. CAUTION: KEEP CLEAR OF KNIFE EDGE.

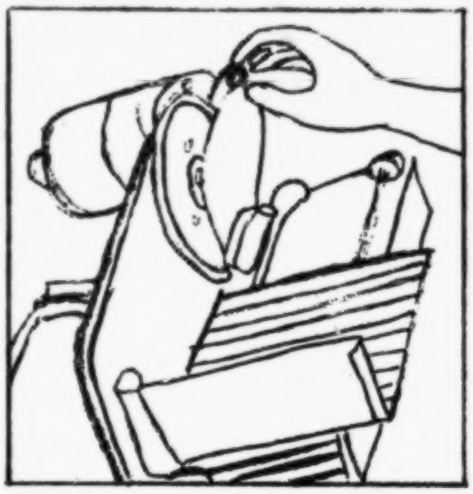

Figure 2

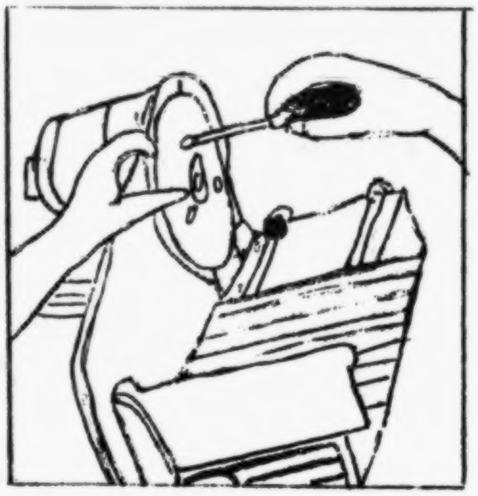

Figure 3

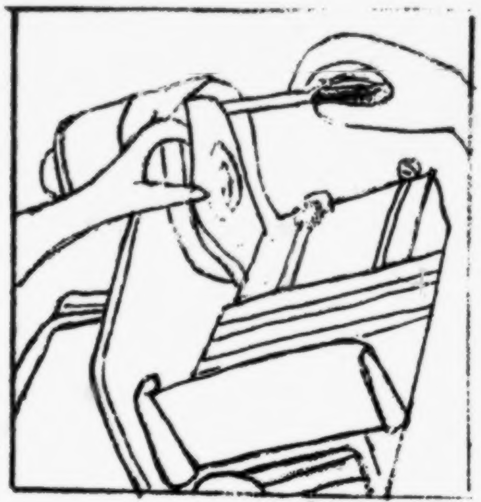

Figure 4

4. Clean sharp knife with a cloth dipped in hot detergent solution, bunch the cloth thickly and wipe entire blade, wiping from center toward edge of blade. Dry with bunched cloth.

5. Clean and replace guard. Wash knife guard in hot detergent solution; rinse, dry. Replace knife guard. Tighten bolt at top; insert and tighten bolt at bottom. CAUTION: REPLACE KNIFE GUARD AS QUICKLY AS POSSIBLE TO PREVENT INJURY.

6. Immerse in hot detergent solution - meat holder, chute and receiving tray. Wash, rinse, dry.

7. Clean beneath receiving tray. Wash surface below receiving tray with hot detergent solution - rinse, dry. Apply very thin of rust preventative to any exposed metal under receiving tray.

8. Clean frame and base. Wash frame with hot detergent solution, rinse, dry. With a table knife, push damp cloth under knife of slicer; pull cloth through, to remove food particles.

9. Wash all stationary parts with damp cloth. Dry thoroughly. NOTE: Avoid very hot water or steam. Too much heat may remove the lubricants (oil) at friction points.

10. Replace parts. To replace the knife, reverse the procedure. Refer to Procedure 3.

11. Replace meat holder and chute; tighten knurled screw. Replace scrap tray.

12. Replace receiving tray; replace and tighten two screw nuts under tray.

13. Have work check by your instructor.

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Operation Sheet

TO CLEAN A GARBAGE CAN

Objective

To have an odorless, sanitary garbage can in the kitchen.

Introduction

Bacteria can be introduced in an otherwise clean kitchen by a garbage can that is not sanitary.

Procedure

1. Pick up emptied garbage can from outside storage area.
2. Carry can to outside faucet located next to rear door.
3. Set garbage can on ground.
4. Go to storage area in back of yard and pick up water hose, long handled brush and box of detergent.
5. Lay brush and soap on the ground and hook hose to outside faucet by screwing end of hose on faucet.
6. Turn water on with hands. Pick up end of hose and fill can half full with water.
7. Turn off water, take hose out of garbage can.
8. Pick up box of soap. Pour soap into one hand until full, and then pour handful of soap into garbage can. Place soap box on ground next to building.
9. Pick up long handled brush and scrub inside and outside of can, until no spots remain on can. NOTE: Check with instructor to see if clean. Lay brush on ground.
10. Pick up garbage can with both hands and go to storage area. Tilt can and pour water into storage area drain.

11. Carry can to water faucet.

12. Turn on water and put hose in can. Fill half full with water. Turn off water.

13. Pick up brush and moisten in water.

14. Run moisten brush on inside and outside of can. Lay brush down on ground.

15. Pick up can with both hands and return to storage area. Pour water in storage area drain by tilting can.

16. Carry can outside of storage area and turn upside down on drying rack to air dry.

17. Return to water faucet. Unscrew hose with hands and remove from faucet.

18. Pick up hose, long handle brush and soap and return to storage area.

19. Place items in correct place.

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Operation Sheet

TO CLEAN A GRILL

Objective

To learn a correct method of cleaning a grill.

Introduction

Equipment used in food preparation should be sanitary. A clean grill will help avoid the development of off-flavor in foods, and it will be easier to cook on.

Procedure

1. Turn off the grill's thermostat.
2. Go to the first cabinet to the right of the kitchen sink.
3. Open the cabinet door.
4. Get a tray from the first shelf in the cabinet. Close the door.
5. Carry the tray to the storage area.
6. Place the tray on the table to the right of the storage cabinet.
7. Open the door to the storage cabinet. Take out the vinegar and salt.
8. Place the vinegar and salt on the tray. Close the cabinet door.
9. Pick up the tray with both hands and proceed to the laundry area.
10. Place the tray on the bar in the laundry area.
11. Go to the third drawer to the right of the sink and take out four cloths. Close the drawer.
12. Place cloths on the tray.
13. Using both hands, pick up the tray and return to the grill.

14. Place the tray on the cabinet beside the grill.

15. Pick up the salt from the tray.

16. While the grill is still hot, sprinkle the salt evenly on the grill. CAUTION: A HOT GRILL CAN BURN A PERSON BADLY.

17. Go to the second drawer to the right of the sink. Open the drawer and get a pancake turner and a metal scraper.

18. Close the drawer. Take the pancake turner and the metal scraper to the tray beside the grill.

19. Go to the second cabinet to the right of the sink. Open the door and get the water pitcher from the first shelf.

20. Carry the pitcher to the sink. Turn on the cold water. Fill the pitcher three-fourths full. Turn off the water.

21. *Using both hands carry pitcher to grill and put on cabinet.*

22. Get the grill stone from the storage area below the grill. Place it on the tray.

23. Test the grill to see if it is cool, by placing a few drops of water on it. If the water sizzles, the grill is not cool.

24. When the grill is cool, pick up the vinegar and remove the lid. Pour the vinegar over the salt. NOTE: If the grill is not cool, the vinegar will cook on the grill and make it harder to clean.

25. Put the lid on the vinegar and place it on the tray.

26. Pick up the pancake turner from the tray.

27. Scrape the grill with the pancake turner, to loosen cooked-on grease and food.

28. Scrape the loosened food and grease into the drip pan, with the pancake turner. Place the pancake turner on the tray.

29. Get the grill stone from the tray.

30. Using a circular motion, rub the grill with the stone. When the grill is clean, put the grill stone away in the proper place. NOTE: The grill should begin to shine as you rub.

31. Pick up the pitcher. Pour water over the grill. Put the pitcher down.

32. Obtain clean cloth from the tray and wipe the grill. Put the cloth on the cabinet.

33. Get metal scraper from the tray.

34. Using the metal scraper, clean the edges and seams of the grill. NOTE: Food particles that are left collect germs.

35. Place metal scraper on the tray.

36. Get cloth from tray and wipe the seams and edges of grill. Put cloth on cabinet.

37. Get clean cloth from tray and wipe entire grill again. Place cloth on cabinet.

38. Turn on thermostat so grill will be ready for use.

39. Place all tools, supplies and equipment on tray.

40. Using both hands, pick up the tray and carry it to the cabinet on the right side of the sink.

41. Wash and dry the equipment used. NOTE: Refer to operation sheet "To Wash Dishes by Hand".

42. Put equipment away in the proper places.

43. Using both hands, pick up tray and go to laundry area.

44. Place tray on bar. Pick up soiled cloths and place in clothes hamper.

45. Using both hands, pick up tray and go to storeroom. Put salt and vinegar in proper places.

46. Return tray to sink. Wash tray. NOTE: Refer to operation sheet "To Wash Dishes by Hand".

47. Put tray away in proper place.

48. Check your work and have it approved by your instructor.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Operation Sheet

TO CLEAN MILK DISPENSER

Objective

To learn a correct method for cleaning a milk dispenser.

Introduction

All milk dispensers are highly susceptible to the development of bacteria and must be kept clean and sanitary at all times.

DAILY

Procedure

1. As soon as the milk unit is empty, using a sponge, wash out the inside of the dispenser with a cleaning and sanitizing solution of 1/4 ounce Mikro Quat per gallon of water at 120^{o} Fahrenheit.

2. Rinse thoroughly with clean warm water.

3. Spray the outside of the dispenser with Express Spray.

4. Wipe dry and polish with a clean dry cloth.

TWICE A WEEK

5. Clean both the inside and outside of dispenser with a solution of Lime-A-Way, 2 ounces per gallon of 120^{o} water.

6. Rinse with clean lukewarm water.

7. Dry and polish with a clean dry cloth.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO CLEAN AN OVEN

Objective

To learn a correct and sanitary method of cleaning an oven.

Introduction

An oven is more easily cleaned if done immediately after it is used and done consistently.

Procedure

1. Allow oven to cool.
2. Open door to oven. Remove oven shelves and take to the pot and pan sink.
3. Go to storage area.
4. Get a tray and collect from storage area a dish cloth, dish towels, metal scraper, four quart pan, a sponge and detergent.
5. Take the above items to cabinet next to pot and pan sink.
6. Prepare sink for washing oven shelves. Refer to operation sheet "To Wash Pots and Pans".
7. Pick up dish cloth from tray and place in sink.
8. Pick up oven shelves and place in sink.
9. Wash shelves with dish cloth using metal scraper on the stubborn spots.
10. Place clean shelves on sink drain next to sink.
11. Repeat steps 9 and 10 until all shelves are clean.
12. Pull stopper from sink, drain water from sink.
13. Turn on cold water.

14. Rinse cloth, scraper and sink.

15. Turn off cold water.

16. Prepare sink for rinsing. Refer to operation sheet "To Wash Pots and Pans".

17. Pick up oven shelves from sink drain and place in clear water. Rinse shelves.

18. Place shelves on sink drain next to sink.

19. Pick up dry dish towel and dry shelves with dish towel.

20. Place dry shelves on counter next to stove.

21. Place dish towel on tray.

22. Pull stopper from sink, drain water, turn on cold water and rinse sink.

23. Turn off water faucet.

24. Place pan under faucet.

25. Place needed amount of detergent in pan.

26. Turn on cold water, turn on hot water until water is as hot as hands can stand.

27. Fill pan half-full of water.

28. Turn off hot water, turn off cold water.

29. Take pan of detergent water from sink and go to oven.

30. Place sponge in detergent water.

31. Using sponge, spread detergent water all over the surface of the oven, except heating unit (burner or element).

32. Allow to soak a few minutes.

33. Use sponge and detergent water to scrub all surfaces to loosen burned on soil.

34. Use metal scraper on stubborn spots.

35. Wring out sponge between hands to get rid of excess moisture, letting excess water go into pan.

36. With sponge, wipe loosened soil out of oven.

37. Rinse and wring out sponge frequently. Whenever sponge is full of loosened soil.

38. Take pan, sponge and scraper back to sink.

39. Empty pan of water in sink.

40. Turn on cold water.

41. Place pan, sponge and scraper under running water.

42. Rinse pan, sponge and scraper.

43. Turn off cold water, place scraper and dish cloth on drain next to sink.

44. Place pan under faucet, fill pan with water. Refer to steps 26, 27 and 28.

45. Pick up sponge from sink and place in pan of water.

46. Pick up dish towel from tray and pan of clear water from sink and take to oven.

47. Using sponge, rinse oven with clear water.

48. Place sponge back in pail of water.

49. Pick up dish towel, wipe inside of oven with dish towel until inside of oven is dry.

50. Wipe off heat controls and outside of oven with dish towel.

51. Pick up pan, sponge and dish towel. Take to sink.

52. Empty pan of water into sink. Turn on cold water.

53. Rinse pan and sponge under running water.

54. Place sponge and pan on sink drain.

55. Rinse sink and turn off water.

56. Dry pan with towel and place pan on tray.

57. Place dish cloth, sponge, scraper, detergent on tray.

58. Put shelves back in oven.

59. Close oven door.

60. Pick up towel and wipe off counter and sink. Place towel on tray.

61. Carry tray to storage area.

62. Place tray in storage area, put detergent, scraper, pan away in proper place.

63. Hang towels and dish cloth on rack.

64. Put tray in proper place.

65. Have instructor check work.

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Operation Sheet

TO CLEAN A POTATO PEELER

Objective

To learn a correct method of cleaning a potato peeler to assure sanitation.

Introduction

All equipment used in food preparation should be maintained in excellent condition to assure sanitation. No piece of large equipment should be purchased unless the operating parts can be disassembled easily for cleaning purposes.

Procedure

1. Remove the top with the right hand. The top can be snapped in and out of place.

2. Remove the disc by lifting out by sunken handles. The abrasive disc "G" (Fig. 1) is not fastened to its shaft and can be lifted out to give access to the gutter under it.

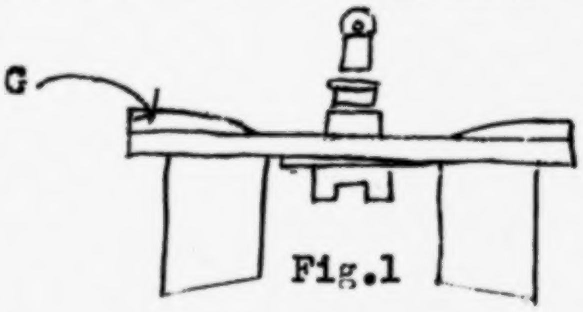

Fig.1

3. Scrub the interior thoroughly by flushing with hot water and scrubbing thoroughly while flushing.

4. Using a cloth with ones right hand, scrub walls, shoulders and inside and outside of door.

5. Leave the door open to air. Refer to drawing on Job Sheet "Cleaning A Potato Peeler".

6. Grasp shaft to test firmness. (If shaft can be moved, packing is worn and will allow sand and water to seep in and destroy bearing.) Report if shaft needs repair.

7. Clean peel trap by placing pail under outlet.

8. Remove the strainer (perforated, vertical sheet).

9. Remove the stopper.

10. Flush interior with hot water; scrub while flushing.

11. Leave open to air.

12. Clean all parts. Scrub under hot running water; the lid, the disc, the strainer and the stopper.

13. Leave all parts out to dry.

14. Clean exterior by wiping off with damp cloth.

15. Have cleaning inspected by instructor.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Operation Sheet

TO CLEAN THE REFRIGERATOR

Objective

To learn an acceptable way to clean a refrigerator completely and thoroughly.

Introduction

Refrigerators must be cleaned regularly in order to maintain good sanitary conditions and eliminate odors.

Procedure

1. Open the door.
2. Located near the freezing unit is the temperature control. Turn the control to the "off" position. Refer to information sheet #4.
3. Get two carts from storage.
4. Remove all food from the shelves. Place on one cart.
5. Check with supervisor and sort out food to be kept from food to be disposed of. Refer to information sheet #1.
6. Put waste on one cart and wheel to the garbage disposal.
7. Put waste food in garbage disposal and turn on. Refer to operation sheet "To Operate the Garbage Disposal".
8. Place soiled dishes and/or pans on cart and take to dish washing machine.
9. Set food to be saved on a cart close by the refrigerator.
10. Remove all shelves, carry to sink and wash in hot soapy water.
11. Rinse and dry shelves.

12. Get water in pan and use a mild detergent solution according to instructions on detergent container.

13. Get a clean cloth for washing and one for drying.

14. Wash inside walls and base with detergent solution.

15. Rinse with a solution using 1 T. baking soda per quart of water and wipe with a clean, dry cloth.

16. Replace shelves.

17. Check to see that all food is covered with aluminum foil and put food back in refrigerator.

18. Turn controls back to normal setting.

19. Close the door.

20. Wash outside of cabinet according to material of refrigerator. Refer to information sheets # 5 and 6.

21. Return carts and equipment to their proper place.

22. Ask instructor to check work.

References

Katschevar and Terrell, Food Service Planning, Wiley and Sons, New York.

Nutrition Service, Iowa State Department of Health, Sanitation of Food Service Establishments.

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Operation Sheet

TO CLEAN A WALK-IN REFRIGERATOR

Objective

To learn a correct method of cleaning a walk-in refrigerator.

Introduction

A walk-in refrigerator is one of the common pieces of equipment in a food establishment. It is necessary to keep food at the proper temperature and clean, to protect people eating the food.

Procedure

1. Get two carts on which to place foods.
2. From the storage area, get two buckets. Fill one bucket with hot water and 1/4 cup washing detergent; fill the second bucket with cold water for rinsing.
3. Turn on light switch.
4. Open door.
5. Remove food from racks and separate food to be kept and place on cart. Remove food to be disposed of to second cart. Check with supervisor.
6. Wheel waste to the garbage disposal. Refer to operation sheet "To Operate the Garbage Disposal".
7. Remove soiled containers to dish washing machine on cart.
8. Get a clean cloth for washing and one for drying from drawer.
9. Using the cloth for washing and the detergent solution, wash the walls of refrigerator, beginning at top and washing down.
10. Rinse walls with clean rinse water.

11. Dry with clean dry cloth.

12. Get fresh water and wash all racks, rinse with clean rinse water and dry.

13. Get a wet mop and bucket with a solution of disinfectant and water and mop the floor area of the refrigerator.

14. Empty disinfectant water, rinse bucket and mop, and get fresh water.

15. Rinse the floor of the refrigerator thoroughly and repeat steps 14 and 15 the second time wringing the mop very dry.

16. Let the refrigerator air for 5 minutes.

17. Check covers of all food containers. Make sure they are all well covered with aluminum foil. Replace food on racks.

18. Close door.

19. Turn off light switch.

20. Return carts to proper place.

21. Empty wash water, rinse buckets and mop - store in proper places.

22. Ask instructor to check work.

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Operation Sheet

TO CLEAN STAINLESS STEEL - DAILY

Objective

To learn a correct method for cleaning stainless steel for daily care.

Introduction

Stainless steel can keep that new look and remain free of fingerprints, with daily care.

Procedure

1. Secure the cart from beside the milk cooler.
2. Push cart to the cupboard behind the pot and pan sinks.
3. Open top left hand door of cupboard.
4. Get paper towels from cupboard.
5. Place paper towels on cart.
6. Push cart to pot and pan sink area.
7. Get a pail, detergent and measuring cup from under pot and pan sink.
8. Measure the required amount of detergent in measuring cup and pour into pail.
9. Replace detergent and cup under pot and pan sink.
10. Turn on faucet.
11. Fill pail half full of hot water, as hot as your hands can stand, from the pot and pan sink.
12. Turn off water faucet.
13. Set pail of water on cart.

14. Wheel cart to the equipment to be cleaned.

15. Using a clean towel, dip cloth into pail of hot water.

16. Wring cloth between hands to get rid of excess water, letting excess water go back into pail.

17. Wash approximately a sixth of the stainless steel at a time.

18. Place wet towel back in pail.

19. Pick up dry towel on cart.

20. Rub freshly washed area dry and polish with a hard rubbing stroke, going the direction of the grain.

21. Repeat steps 16 through 20 until entire surface is clean and shiny.

22. Push cart to pot and pan sink.

23. Pour used water down sink.

24. Turn on water faucet.

25. Rinse pail and sink.

26. Turn off water faucet.

27. Replace pail under sink.

28. Take cart back to original place beside milk cooler.

29. Wipe cart off with damp cloth.

30. Take cloths to storage room and hang on towel rack.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO CLEAN STEAM JACKETED KETTLE

Objective

To learn a proper and effective method of cleaning the steam jacketed kettle.

Introduction

Food must be kept clean to prevent spoilage and food poisoning. Because unclean equipment makes food unclean, you must keep equipment clean.

Procedure

1. Immediately after use, fill kettle with water above the cooking level to soak until washed. Use hot water, if food contained fat.
2. Scrub interior with a long-handled stiff brush.
3. Open valve and drain scrub water.
4. Close valve and partly fill with hot detergent solution.
5. With brush, scrub interior, hinges and under the surface of the lid.
6. Dip sponge into detergent solution.
7. Open valve.
8. Scrub valve with bottle brush, as detergent solution drains out.
9. Close valve.
10. Fill kettle with water to 1/3 full.
11. Heat with water.
12. Swish water around thoroughly to rinse.

13. Drain.

14. Leave valve open to dry.

References

Nutrition Service, Iowa State Department of Health, Sanitation of Food Service Establishments.

Kotschevr and Terrell, Food Service Planning, P. 276, 296.

West and Wood, Food Service in Institutions, P. 617.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO CLEAN HARD SURFACE FLOOR COVERINGS BY SPRAY METHOD

Objective

To learn a method of cleaning hard surface floor covering with the minimum of time and labor.

Introduction

Hard surface floor covering is easy to keep looking nice with daily care. Use of a germicidal detergent will keep the bacteria count down.

Procedure

1. Go to the janitor's room for equipment and supplies.
2. Secure the portable sprayer equipment hanging on the hook by the sink.
3. Obtain the germicidal detergent and pail from shelf by the sink.
4. Fill pail with lukewarm water and add detergent in recommended amount given on the bottle.
5. Fill the sprayer with solution.
6. Adjust the nozzle to spray a fine film. NOTE: If spray nozzle is adjusted too fine, it will just make a mist and cannot be directed where desired.
7. Go to the area to be cleaned, which is farthest from janitor's room.
8. Spray a fine film over area.
9. Take sprayer back to janitor's room.
10. Take a scrub pail from the shelf and a mop from hook on wall. The scrub pail has a wringer attached to it.

11. Fill the pail half full of clear water for rinse.

12. Pick up a nylon scouring pad from shelf.

13. Take scouring pad, pail of rinse water, and mop to the area which you sprayed.

14. Starting from the point farthest from the janitor's room, wipe up the detergent solution.

15. Rinse mop frequently.

16. Lightly rub nylon scouring pad over stubborn marks.

17. Take equipment back to janitor's room.

18. Pour rinse water and remaining spray into janitor's sink.

19. Rinse scouring pad, mop, pail and sprayer.

20. Replace equipment.

21. Have the supervisor check the floor.

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Operation Sheet

TO CARE FOR THE KITCHEN FLOOR

Objective

To maintain a clean, safe kitchen floor.

Introduction

In order to have a clean floor with a shining finish, it is necessary to give it daily care suitable for the type of floor covering.

Procedure

1. Get paper towels from under sink in store room.
2. Wipe up all spills with paper towels.
3. Put used paper towels in trash basket next to sink.
4. Pick up all papers from floor and place in trash basket next to sink.
5. Get broom and dust pan from store room.
6. Place dust pan on the floor, next to sink, while sweeping.
7. Sweep approximately a sixth of the kitchen at a time, using short strokes to avoid raising dust.
8. Accumulate the sweepings in the center of the floor.
9. Get dust pan from floor of sink area.
10. Place dust pan with edge toward pile of sweepings and gather the sweepings in the dust pan by pushing the sweepings with broom onto dust pan.
11. Empty dust pan of sweepings into trash basket next to sink.
12. Repeat steps 7, 8, 9, 10 and 11 until complete floor is swept.

13. Take broom and dust pan to store room and place in proper place.

14. Get mop and mop bucket from store room.

15. Go to sink in store room.

16. Turn on cold water.

17. Turn on hot water until water is as hot as hands can stand.

18. Place bucket under water and fill bucket.

19. When bucket is half full, turn off hot water.

20. Turn off cold water.

21. Get detergent from shelf above sink, add detergent, according to the directions on container. Replace on shelf.

22. Take bucket from sink to area to be washed.

23. Prepare to mop area, by dipping mop into bucket, wring mop with hands, by twisting mop with both hands over bucket.

24. Place wet mop on floor.

25. Mop approximately a sixth of the kitchen at a time, paying special attention around stoves, sinks, disposal and any spills which have occurred.

26. Dip mop back into soap water, after every sixth of the floor is washed, and then repeat steps 23 and 24.

27. Repeat step 25 until entire floor is washed.

28. Take mop and bucket of water to store room sink.

29. Empty dirty soap water into store room sink.

30. Turn on cold water.

31. Turn on hot water, until water is warm.

32. Rinse bucket and mop in store room sink with warm water, until water is clear from mop.

33. Fill bucket with fresh water to rinse floor.

34. Remove bucket and mop from sink, set on floor.

35. Rinse sink with clear water from faucet.

36. Turn off hot water.

37. Turn off cold water.

38. Take bucket and mop to kitchen area.

39. Prepare to rinse floor by dipping mop into bucket, wring mop between hands to get rid of excess water.

40. Place wet mop on floor.

41. Rinse floor, by mopping a small area at a time.

42. Rinse mop entire floor.

43. Take mop and bucket of water to store room.

44. Empty bucket of water in store room sink.

45. Turn on cold water.

46. Rinse bucket and mop in store room sink.

47. Rinse sink with clear water from faucet.

48. Store mop on mop rack in store room.

49. Store bucket in store room.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Task Sheet

DAILY CLEANING OF THE DINING AREA

Equipment and Supplies Needed

- Cart
- Whisk Broom
- Dust Mop
- Three Damp Cloths
- Dry Dust Cloth
- Dust Pan
- Tray
- Paper Towels
- Treated Dust Cloth
- Vacuum Cleaner
- Waste Basket
- Spot Remover
- Window Cleaner

References

Managing Livingtime, Margaret Raines, 1964, p. 252-254, 263-265.

Food Service Industry, Training Programs and Facilities, United States Government Printing Office, p. 8-86.

Procedure

1. Go to storage area.
2. Get all supplies and equipment for daily cleaning from storage area and bring to dining area on cart. Place sweeper at front of dining room.
3. Get tray from cart, pick up all ash trays from dining tables and place on tray.
4. Bring tray of ash trays to wastebasket on cart.
5. Pick up ash tray and empty into wastebasket on cart.
6. Pick up three cloths and take to sink to dampen. Bring dampened cloths back to cart and place two dampened cloths on paper towels.
7. Wipe out emptied ash trays with damp cloth.
8. Place clean ash trays back on tray.

9. Place damp cloth on paper towel on cart.

10. Pick up dry dust cloth.

11. Clean table tops. Refer to operation sheet "To Clean Table Tops".

12. Put dry dust cloth back on cart.

13. Pick up whisk broom from cart.

14. Brush crumbs off chairs to floor with whisk broom.

15. Place used whisk broom on cart.

16. Pick up wet dust cloth.

17. Wipe chair back with damp dust cloth, checking for any sticky spots that might be present.

18. Place wet dust cloth on cart.

19. Push cart to front of dining room.

20. Clear all paper from shelves and discard in wastebasket on cart.

21. Pick up treated dust cloth from cart.

22. Thoroughly dust shelves with treated dust cloth.

23. Dust hall tree with treated dust cloth.

24. Dust window ledges with treated dust cloth.

25. Dust lamps with treated dust cloth.

26. Place treated dust cloth on cart.

27. Get mop from end of cart.

28. Push mop over wooden floor at edge of carpet being sure to pick up all lint.

29. Take dust mop to back door, open door, go outside, shake mop vigorously to get rid of lint.

30. Bring clean mop back to dining area.

31. Push dust mop over wooden floor again, to get any lint missed the first time. Pay special attention to corners.

32. Repeat steps 29-30.

33. Replace mop on end of cart.

34. Pick up paper towels and window cleaner.

35. Clean and remove finger marks from glass doors. Refer to operation sheet "To Clean Glass".

36. Put window cleaner and paper towels back on cart.

37. Go to sweeper in front of dining room.

38. Attach sweeper cord to wall outlet, turn on sweeper and sweep the carpet thoroughly. Give special attention to areas under tables where the most soil will be. Move chairs to get under tables.

39. Turn off sweeper.

40. Unplug sweeper from wall outlet and wrap cord around sweeper.

41. Return sweeper to storage area.

42. Return chairs to proper place around tables in dining area.

43. Check carpet to see if there are any soiled spots that need spot remover.

44. Clean spots from carpet. Refer to operation sheet "To Remove Spots from Carpet".

45. Replace all furniture to original location.

46. Replace all equipment to cart.

47. Push cart to storage area.

48. Store cleaning equipment and cart in central cleaning storage area.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
FOOD SERVICE AREA

Task Sheet

DISPOSING OF WASTE IN DINING AREA

Equipment

- Two barrels
- Plastic liners
- Caddies
- One pan for forks
- One pan for spoons
- Two dish cloths
- Two washing pans
- Disinfectant
- Wet mop
- Bucket
- Detergent

References

Kotschevar and Terrell, Food Service Planning, P. 187, 209.

Experience of Instructor.

Procedure

1. Get liners from store room.
2. Put liners in barrels.
3. Pull two barrels on caddies from storage area behind serving counter.
4. Place on right hand side of dish room receiving window.
5. Raise window to dish receiving area.
6. Place two plastic pans on right hand side of counter. One marked spoons, the other one marked forks, for students' silver.
7. At end of lunch period, get cart from store room.
8. Get plastic dish pans under sink. Fill with warm water and add disinfectant from bottle under sink according to instructions on bottle.
9. Get clean dish cloths and towels from linen drawer.

10. Get empty box from store room and place on cart.

11. Wheel cart with washing supplies to dining area.

12. Clear tables of any milk cartons, napkins, straws, cups, etc., which may have been left by students, and place in box on second shelf of cart.

13. Wring dish cloth out of disinfectant solution and carefully wipe table tops. Do not towel dry.

14. Wring second cloth out of second pan. Wring dry and wipe chair seats at each table.

15. Continue until all tables and chairs are washed.

16. Wheel cart to dish window and place waste box in barrel.

17. Push barrels containing empty milk cartons, straws, cups, napkins, etc. behind serving counter. Maintenance removes to incinerator.

18. Wash wall where barrels were placed with disinfectant water from cart.

19. Take cart to kitchen, empty dishpans, rinse pans and cloth, store pans under sink and take cloths to laundry rack in store room.

20. Put cart in position by store room door.

21. Get mop and bucket. Fill bucket with hot water and add detergent according to directions on container.

22. Push mop and bucket to area around dish window.

23. Thoroughly mop where barrels were located and any spills which may have occurred in the dining room.

24. Return mop and bucket to kitchen where mopping will continue.

25. Maintenance man sweeps floor at close of school and mops floor once a week.

PART VI. SANITATION AND SAFETY

Sanitation

Bacteria and Food Poisoning - Information Sheet

Illnesses Attributed to Foods - Assignment Sheet

Sanitation and Safety - Assignment Sheet

Pest Control - Information Sheet

To Handle a Plate in a Sanitary Manner - Operation Sheet

Washing Dishes and Utensils

Washing Dishes by Hand - Task Sheet

Hand Dishwashing - Illustration Sheet

To Clean Pots and Pans - Operation Sheet

Washing Dishes with a Dish Machine - Task Sheet

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Waste Disposal

Disposing of Waste Material - Instructional Unit

To Dispose of Tin Cans - Operation Sheet

Safety

Safety in the Kitchen - Information Sheet

Safety in Performance of Sidework Duties - Information Sheet

Food Storage

Dry Storage - Information Sheet

Receiving and Dispensing Foods in Dry Storage - Instructional Unit

Refrigerating Food - Information Sheet

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS FOOD SERVICE AREA

Information Sheet

BACTERIA AND FOOD POISONING

Introduction

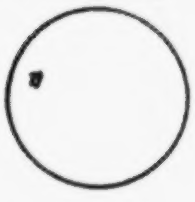
Bacteria cannot be seen by the human eye. Bacteria can cause food poisoning. They are responsible for food spoilage and foul odors. Bacteria spread rapidly from person to person on contaminated food or utensils. When many people are fed, there is more chance for contamination. Therefore, greater care must be taken in food handling.

Information

Bacteria must be alive to do harm. They like the same kinds of foods that we do, particularly protein foods such as eggs, milk, meats and fish. Bacteria also need moisture and warm temperatures. To kill bacteria or cause them to stop growing, remove spoiled food and moisture.

Bacteria multiply very fast when they are kept alive.

For example:



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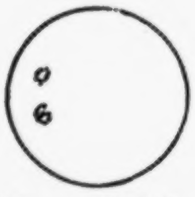
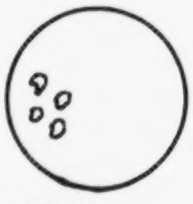
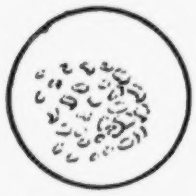


After 20 Min.
2 bacteria



20 Min.
4 bacteria



After 3 hrs.
500 bacteria
from the 1st

Remember: Each bacteria is multiplying at this fast rate. 500 x 500 = 250,000 bacteria in another three hours for every single one.

Keep hot foods above 140° F. and cold foods at temperatures below 45° F. Hold hot foods, which are to be served immediately at 140° F. Reheat foods at 165° F. Fresh meat, in a walk-in cooler, should be kept at 34° F. - 42° F. Dairy boxes need to be kept at 38° F - 42° F.

Foods which are prepared ahead of time should be taken from the oven and placed immediately in cooling boxes at 34° F - 40° F. Do not place foods to cool out in the kitchen. Hundreds of cases of food poisoning have resulted from this bad practice.

Never thaw poultry at room temperature. Place the turkey or chicken in oven for an extra period of time at 325° F. in order to thaw.

Some diseases which are carried on food, on utensils, or by unclean food handlers are:

Typhoid Fever
Tuberculosis
Common Cold
Influenza
Strep Infections
Undulant Fever
Infectious Hepatitis
Diptheria

References

"Be Safe, Not Sorry", Indiana State Board of Health, pp. 1-3

"Hot Facts About Food Protection", U. S. Public Health Service Publication Number 1404, National Restaurant Association

"Sanitation of Food Service Establishments", Iowa State Department of Health, pp. 4-9

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Assignment Sheet

ILLNESSES ATTRIBUTED TO FOODS

Introduction and Objective

All food personnel should continue their efforts to prevent outbreaks of illnesses attributed to foods. Definite preventive procedures have been established. These procedures follow the recommended methods of handling food and utensils to decrease the danger of food poisoning. The problems in the assignment will help the food worker to understand the importance of food poisoning prevention.

References

Information Sheet "Illnesses Attributed To Foods"

Sanitary Food Service, United States Department of Health, Education and Welfare, Public Health Service, Washington, D. C., 1953

Gallagher, J. Roswess, Goldberger, I. H., Hallock, Grace T., Health for Life. Boston: Ginn and Company, 1964

Hardwick, Mrs. Geraline, "When the Killer Comes to Lunch". School Lunch Journal, (October, 1964)

"Illnesses Attributed to Foods", Food Management, I No. 5 (May, 1965)

Otto, James H., Julian, Cloyd, Tether, Edward, J. M. D., Modern Health, New York: Henry Holt and Company, 1959

"Salmonellosis", School Lunch Journal, (January, 1966)

Assignment

For each of the following newspaper articles, answer these questions:

1. What was the name of the probable illness attributed to food?
2. What food or foods were probably involved?
3. How long before the illness occurred had the victims probably eaten the infected food?
4. What could the food-handlers have done to prevent such a food poisoning as happened?

Newspaper Article I

Albion - A young married couple, Mr. and Mrs. John Broush were found dead in their home early this morning. Andrew, brother of the dead man, made the discovery after they didn't answer their telephone. The young couple had complained of dizziness the night before. An autopsy revealed corn, infected with botulism, in their stomachs. The mother of the bride had given them some home canned corn when they were married.

Newspaper Article II

Crawfordsville - Hundreds of girls stricken at Sunshine Convention after eating a sack lunch. One hundred girls were hospitalized and the others, who were ill, were treated at the school gymnasium. The girls who didn't become ill said they did not eat the lunch. The lunch included: ham salad sandwiches, potato chips, an apple, and chocolate milk.

Newspaper Article III

Ligonier - Labor Day Celebration lands 300 people in hospital before everyone had been fed. Many more stricken. All available doctors and nurses in the area were called into emergency service. A State sanitarian was called immediately to investigate samples of food that was not yet eaten. The meal included: barbecues, potato salad, baked beans, relishes and ice cream cups. The ice cream was in a refrigerated truck, but none of the other food.

Newspaper Article IV

Morocco - The Bleau family was stricken with nausea, abdominal pains, fever and vomiting late in the night, after eating home-made ice cream. Mrs. Bleau said she had made the ice cream from cracked eggs and the base was a soft custard, slightly cooked. The teen-age son was the only member of the family to escape the illness. He had been away from home at the time and did not eat any ice cream.

Newspaper Article V

Kenland - The Bill Thomus children were taken to the hospital three days after Christmas with severe "stomach flu". Mrs. Thomas told her doctor that they had eaten too much candy. Questioning revealed that she had left the Christmas turkey, and other food, on the cupboard all day and the children had eaten turkey and dressing Christmas night.

Answers

Article I

1. Botulism-toxin
2. Home canned corn
3. 24-48 hours
4. Boiled corn for ten minutes before serving

Article II

1. Staphylococcus food-poisoning
2. Ham salad sandwiches
3. 2 hours
4. Refrigeration of ham salad and avoid letting it reach room temperature.

Article III

1. Staphylococcus food-poisoning
2. Potato salad
3. 2 hours
4. With lack of refrigeration, a different menu should have been chosen.

Article IV

1. Salmonellosis
2. Salmonella infected eggs
3. 6 hours
4. Never use cracked eggs in any food product that is not brought to the boiling point or baked in the oven at 350° F.

Article V

1. Dysentery-bacillary
2. Turkey and dressing
3. 3 days
4. Refrigeration of turkey and dressing immediately after the meal.

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Assignment Sheet

SANITATION AND SAFETY

Introduction and Objective

Keeping a clean and sanitary work area provides for a more efficient and attractive kitchen. Sanitation is a primary requirement where food is prepared. Taking care of waste products and spills may prevent many of the unnecessary kitchen accidents which cause personal injury.

Reference

Kotschevar and Terrell, Food Service Planning, pp. 91-96

Assignment

Read the following directions and check "yes" to the ones that you carry out. Check "no" for the ones that you do not carry out. Ask the instructor for the operation sheets referring to the operations which you do not use so you may read them.

	YES	NO
1. Are cooked foods refrigerated immediately?		
2. Are perishable foods stored in coldest part of refrigerator?		
3. Is the temperature of the refrigerator checked regularly during the day?		
4. Is the refrigerator cleaned daily of spills and waste materials?		
5. Is the refrigerator defrosted and thoroughly cleaned weekly?		
6. Are directions followed as given on containers of cleaning agents and detergents when making cleaning solutions?		
7. Are fresh plastic liners placed in garbage cans daily?		

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	YES	NO
8. Are garbage cans washed weekly in hot soapy water?		
9. Are dollies used for moving heavy cans?		
10. Is the tool, used for opening cartons, used correctly and carefully?		
11. Is a safe ladder used to place cans on the top shelves?		
12. Are things dropped and spilled cleaned up immediately from kitchen floor?		
13. Are kitchen floors swept daily?		
14. Are kitchen floors mopped at least three times per week?		
15. Are kitchen floors scrubbed and waxed at least twice per year?		
16. Is special cleaning done in areas near stove, refrigerator, disposal and milk cooler?		
17. Are all cleaning supplies properly cleaned and stored following their use?		

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Information Sheet

PEST CONTROL

Introduction

Roaches, flies, mice and rats transmit many diseases to peoply by contamination of food and utensils. In food service, these pests create a public health hazard and should be eliminated.

Information

Rats and Mice

Rats can be detected from mice by their larger size and also the fact that the rat dropping is three times larger than the mouse dropping. Rats and mice feed on garbage and rubbish, and on foods which are stored improperly in buildings. They enter buildings through open or unscreened doors, windows, ventilators and cracks.

Rats and mice can be controlled by good housekeeping and clean-up practices. Store refuse in a tightly covered container. Dispose of garbage properly down a garbage disposal.

Rats and mice can also be eliminated by trapping and poisoning. Poison baits should be carefully supervised so as to avoid food contamination.

Cockroaches

Cockroaches are among the most common insects. They are large, flattened insects, brownish or black in color. They contaminate food and dishes and have an odor. They are fast running and hide from the light. They move from one place to another along sewer and drain pipes. They hide beneath sinks and drainboards and behind stoves and cabinets.

Control of roaches must include good sanitation. Cleaning of hiding areas, mentioned above, will do much to safeguard against roaches. Insecticides, such as chlordane, are used on baseboards, cracks and crevices, and on openings through which roaches enter buildings.

Flies

Flies reproduce rapidly and breed in food waste and toilet waste. They spread disease by lighting on food and utensils. Screens and tightly fitting doors and windows aid in keeping out flies. Covered garbage and trash cans help eliminate breeding grounds. Insecticides are helpful in disposing of flies. However, insecticides must be used with care, in food service, because of the great danger of food contamination.

References

"Control of Cockroaches", Indiana State Board of Health, 1961

"Rat and Mouse Control", Indiana State Board of Health, 1961

Regulation HFD 17, Indiana State Board of Health

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO HANDLE A PLATE IN A SANITARY MANNER

Objective

To learn a correct method of handling a plate for food service.

Introduction

Food service should be completed as quickly as possible, but rules of sanitation must always be observed.

Procedure

1. Check to see if hands are clean.
2. Place fingertips of left hand under rim of plate.
3. Lift plate, slightly tipping it to the side.
4. Move four fingers under the bottom of plate.
5. Grip rim of plate with thumb. NOTE: For sanitary reasons, the thumb should not touch the food area of the plate.
6. Plate plate in proper location for serving.

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Task Sheet

WASHING DISHES BY HAND

Equipment and Materials

- One sink
- Three dish pans
- Washing powder
- Sanitizing agent
- Trays
- Drying racks
- Dish cloths
- Waste basket
- Scouring cleanser
- Rubber scraper
- Pan for soaking silver
- Hand soap
- Nail brush
- Garbage disposal
- Paper towels

Procedure

1. Wash hands. NOTE: Refer to operation sheet "To Wash Hands".
2. Get out equipment and supplies.
3. Check to see that table is cleared. NOTE: Refer to operation sheet "To Clear a Table".
4. Scrape dishes. NOTE: Refer to operation sheet "To Scrape Dishes".
5. Turn on cold water. Turn on hot water, until water is warm. Rinse dishes to remove remaining food particles.
6. Stack dishes on the cabinet to the right of the sink. Turn water off.
7. Pre-soak silver. NOTE: Refer to operation sheet "To Pre-soak Silver".
8. Take tray of garbage to garbage disposal in cafeteria.
9. Put garbage in garbage disposal. NOTE: Refer to operation sheet "To Operate a Garbage Disposal".
10. Bring tray back to dishwashing sink.

11. Turn cold water on. Turn hot water on until water is warm. Rinse tray to remove remaining food particles. Turn water off.

12. Measure washing powder according to directions from instructor. Place in dish pan used for washing dishes.

13. Measure sanitizing agent according to instructions from instructor. Place in dish pan used for sanitizing dishes.

14. Turn on cold water. Turn on hot water until water is as hot as your hands can stand it.

15. Fill dish pan used for washing dishes with water.

16. Place dish pan, used for washing dishes, in the right side of the sink.

17. Fill dish pan used for sanitizing dishes with water.

18. Place dish pan used for final rinse with water.

19. Fill dish pan used for final rinse with water.

20. Place dish pan used for final rinse on the drainboard to the left of the sink.

21. Place tray on cabinet to the left of the final rinse dish pan.

22. Place drying rack on top of the tray.

23. Place glasses in dish pan used for washing. (Note: Place only the number of glasses in dish pan that will allow the top glasses to be covered with water.)

24. Clean each glass individually by rubbing each part of the glass with the dish cloth.

25. After each glass is cleaned transfer it from the dishwashing pan to the sanitizing pan.

26. When the sanitizing pan is full, transfer the glasses from it to the final rinse pan.

27. Transfer the glasses from the final rinse to the drying rack. Make sure that each glass is well-rinsed. (Note: A well-rinsed glass does not have soap suds on it.)

28. Allow the glasses to air dry.

29. Inspect each glass for water spots. Remove any water spots by wiping with a clean towel.

30. Place glasses on a clean tray. Take to proper storage area and put away.

31. Wash silver. Repeat steps 25, 26, 27, 28, 29, 30, and 31.

32. Wash cups. Repeat steps 25, 26, 27, 28, 29, 30, and 31.

33. Wash plates, saucers and bowls. Repeat steps 25, 26, 27, 28, 29,30, and 31.

34. Wash remaining equipment. Repeat steps 25, 26, 27, 28, 29, 30, and 31.

35. Empty the water in the three dish pans into the sink.

36. Turn on cold water. Turn on hot water until water is warm. Rinse the inside and outside of each dish pan.

37. Place the dish pans on the drying racks.

38. Turn off the water.

39. With a clean towel, dry the dish pans. Return pans to proper storage areas.

40. Dry the dish rack and tray and return to proper storage area.

41. Clean the work area. (Note: Refer to Operation Sheets, "To Clean Counter" and "To Clean Sink").

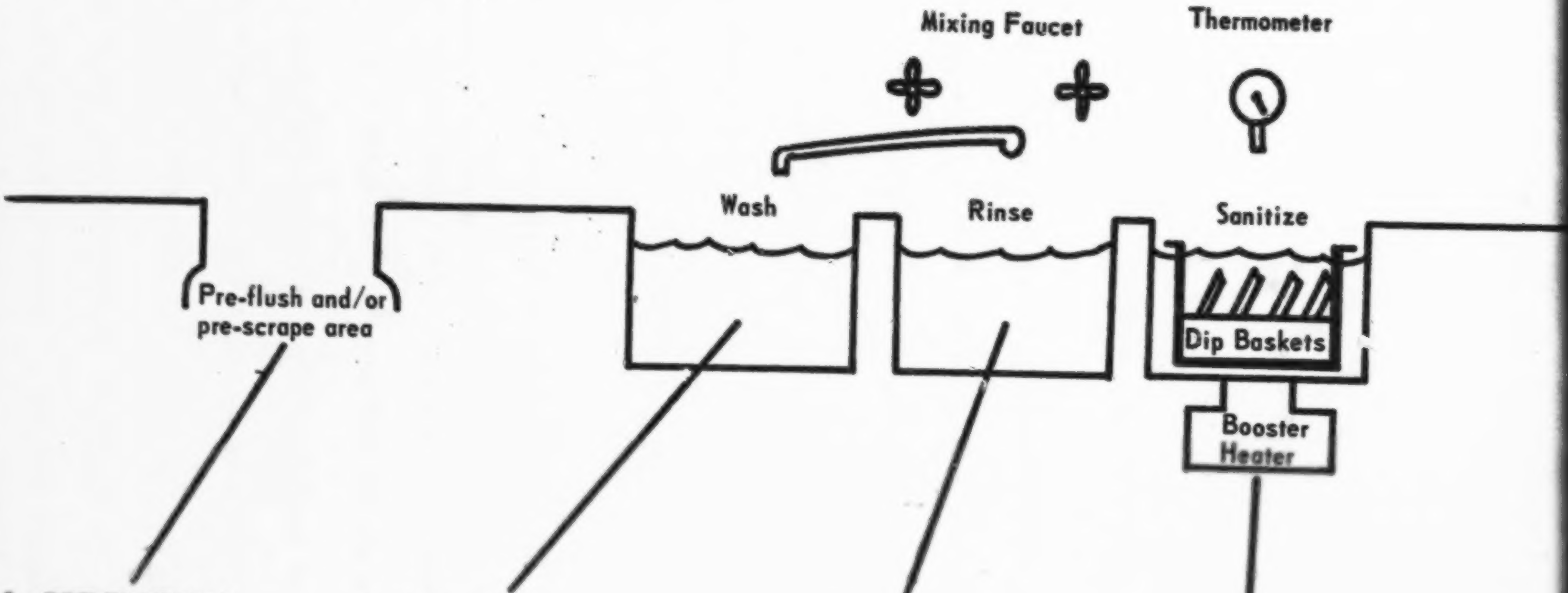
42. Turn cold water on. Turn hot water on until water is warm.

43. Rinse dish cloth in warm water. Turn water off. Remove excess water.

44. Take the dish towel and cloth to the drying rack in the laundry area and hang them up.

45. Check your work and have your instructor approve it.

HAND DISHWASHING



1. PRE-FLUSHING
- a. Prior to washing, all dishes and utensils are pre-flushed or prescraped.

2. WASHING
- a. Wash in warm water (approx. 120°F) containing an effective detergent.

3. RINSING
- a. Rinse in clean warm water to remove the soap film.

4. SANITIZE
- a. Immerse completely in water of 170°F for 1/2 minute or immerse in warm water containing 100 ppm chlorine or its equivalent for 1 minute.
- b. Place basket with dishes on drainboard to air dry.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Operation Sheet

TO CLEAN POTS AND PANS

Objective

To learn a correct and sanitary method of washing pots and pans.

Introduction

Clean pots and pans are vital for sanitary food service.

Procedure

1. Take soiled pots and pans to sink. Take fiber brush from under sink counter.
2. Prepare the hot water (110 degrees F) for washing in the sink.
3. With a measuring cup, add an adequate amount of detergent to the water. Note: Follow the directions on the detergent package.
4. Place pots and pans in the sink.
5. Wash pots and pans thoroughly both inside and out with a clean fiber brush.
6. Change water if necessary to maintain temperature.
7. Take wire brush from under sink counter to scrub pans, if there is any food burned in the bottom of the pans.
8. Rinse pots and pans in hot water (120-140 degreesF) in second sink.
9. Change rinse water often in order to keep it free of large amounts of detergent.
10. Fill the sink for the third time with clean hot water (170 degreesF) for the purpose of sanitizing pots and pans. Be sure to have enough water to cover pots and pans.
11. Add Chlorox bleach to this hot water to use as sanitizing agent. Note: follow sanitizing directions given on bleach bottle.
12. Hold pots and pans under the water for at least one-half minute. Count to forty-five (45) slowly. This will be one-half minute.

13. Remove pots and pans from hot water.

14. Allow to drain and air dry on a clean surface or rack. Do not use a towel. If the water has been kept hot, the pans will dry quickly.

15. Store pots and pans on shelves in an upside down position.

16. Have supervisor check your work.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Task Sheet

WASHING DISHES WITH A DISH MACHINE

Equipment Needed

Stationary Equipment	Portable Equipment
Dish Machine (with automatic detergent feeder and wetting agent injector)	Cart
Garbage disposal	Base cupboard
Spray rinse over disposal	Waste paper receptacles
	Three silverware pans
Supplies	Plate racks
	Flat racks
Germicidal detergent	Silverware cylinders
Clean towels	Cylinder rack
	Measuring cup

References

Operation Sheet "TO PREPARE THE DISH MACHINE FOR USE".
Operation Sheet "TO CLEAN THE DISH MACHINE".
Operation Sheet "TO CLEAN STAINLESS STEEL - DAILY".
Operation Sheet "TO CLEAN STAINLESS STEEL - WEEKLY".
Operation Manual for Dishwashing Machine - Model R 16B.
Operation Sheet "TO CLEAN THE FOOD AREA FLOOR".

Procedure

1. Turn on electric hot water booster tank switch on wall behind dish machine counter.

2. Obtain the wheeled cart beside the milk cooler.

3. Obtain three silverware soak pans and towels from cupboard behind the pot and pan sink.

4. Place pans on top shelf of cart and towels on second shelf.

5. Wheel cart to front of pot and pan sink.

6. Take bottle of germicidal detergent and measuring cup from shelf under dish machine counter.

7. Using measuring cup, put 1/2 cup of the germicidal solution into each silverware soak pan. Replace cup and solution bottle.

8. After taking 12 silverware cylinders and cylinder rack from silverware area at end of serving counter, put cylinders on second shelf of cart.

9. Take cart to base cupboard at the right of dishwashing area.

10. Place the soak pans on the base cupboard.

11. Place the cylinder rack with six cylinders on the base cupboard to the right of the pans.

12. Wheel the cart to the counter to the left of the dish machine.

13. Prepare the dish machine. Refer to Operation Sheet "To Prepare the Dish Machine for Use".

14. Close the hood to the machine.

15. Check the water temperature on the dials by the dish machine switch.

16. When the temperature on the rinse dial indicates 180° F., fill the dish machine by holding the handle on rinse until the water reaches the top of the overflow stand pipe. NOTE: The detergent is dispensed automatically and more flows in as needed.

17. Using the pail from under the counter at dish machine, fill with hot water at the pot and pan sink.

18. Fill the silverware soak pans half full with hot water from the pail.

19. Pour any remaining water into garbage disposal and replace pail on shelf under counter.

20. Move one plate rack from shelf under dish machine counter to top at the left of the garbage disposal.

21. Turn on garbage disposal by pulling out the switch. NOTE: Turn off when not in use.

22. Pick up a plate from counter and spray rinse so the garbage goes directly into disposal.

23. Place plate directly in rack, one plate in each section and facing the same direction.

24. When rack is full, open hood and slide rack into machine. CAUTION: AVOID STEAM BURNS BY KEEPING HANDS OUT OF DISH MACHINE.

25. Close hood to machine.

26. Hold handle pointing to wash for 45 seconds.

27. Turn handle to rinse and hold for 15 seconds.

28. Check wash and rinse temperatures frequently. NOTE: Wash temperature 140° F. - 160° F. Rinse temperature 180° F. - 200° F.

29. Raise hood of machine and pull out rack to the left, tipping rack by putting one side up on edge of the counter.

30. Wash hands at faucet to the left, using plenty of soap.

31. Remove plates and stack on cart beside counter.

32. Repeat plate washing procedure until silverware pans are half full. NOTE: Check to see if students place their silverware in the separate soak pans and their waste paper in receptacle.

33. Take sorted silverware from pans and place in cylinders with handles down, knives in one, forks in another and spoons in a third. NOTE: Do not mix silver. If not enough of a kind, leave it in soak pan for washing later.

34. Move flat dish rack from shelf under counter to counter at the left of garbage disposal.

35. Set cylinder rack in the flat dish rack and repeat steps 24 through 30.

36. Take a clean cylinder from the cart and place top of empty cylinder to top of one with clean silverware. Turn over so the silverware goes from one to the other. NOTE: Do not touch silverware with hands.

37. Place filled silverware cylinders and empty cylinders on second shelf of cart.

38. Wheel cart to storage area and place plates in cupboard under the steam table.

39. Replace empty silverware cylinders in dispenser rack at the end of serving counter with the full cylinders.

40. Place used empty cylinders on cart in rack and take to silverware soak cupboard.

41. Return cart to left of dish machine counter, if there are more dishes and silverware to be stored.

42. Repeat steps 20 through 41.

43. Then wheel cart to silverware soak pans, put them on cart.

44. Wipe base cupboard top.

45. Wheel cart to disposal.

46. Empty soak pans into garbage disposal and run them through the dish machine.

47. Empty and clean dish machine. Refer to Operation Sheet "To Clean the Dish Machine".

48. Turn off booster tank switch.

49. Place clean dish machine racks under counter on shelf.

50. Put away soak pans, cylinders and cylinder rack..

51. Clean counters and cart. Refer to Operation Sheet "To Clean Stainless Steel".

52. Clean the floor. Refer to Operation Sheet "To Clean the Food Area Floor".

53. Have supervisor check area.

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Operation Sheet

TO CLEAN GLASS

Objective

To learn a correct method for cleaning glass.

Introduction

The most palatable and attractively arranged food becomes unattractive when served under conditions other than spotless clean equipment.

Procedure

1. Secure the necessary equipment.
2. Prepare a solution of household ammonia and warm water. NOTE: Use 1/4 cup of ammonia with 1 gallon water.
3. Dampen cloth with cleaning solution.
4. Squeeze out excess solution.
5. Wash the glass surface with damp cloth. NOTE: Wash a small section at a time.
6. Dry thoroughly and polish with clean dry cloth.
7. Check to see that there are no streaks on glass.

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HOME ECONOMICS RELATED OCCUPATIONAL SKILLS
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Instructional Unit

DISPOSING OF WASTE MATERIAL IN THE KITCHEN

Objective

To keep work area free of waste material so that the space is usable, safe and sanitary.

Introduction

Empty boxes, cans, papers and garbage create clutter. Cluttered counters, shelves and corners not only give a bad impression, but also takes valuable work space. Waste materials such as vegetable and fruit trimmings, garbage and food waste, serve as breeding places for bacteria, insects and rodents. The way cans and boxes are disposed of can mean the difference between safety and bad cuts, falls and other serious injury.

Procedure

1. Bring garbage cans for cooking area and dish room in each morning from outside.

2. Place on dollies stored near door.

3. Line garbage cans with plastic liners each day.

4. Wheel garbage cans to cooking area and dish room.

5. Wheel garbage cans to outside and cover with lid at end of day for maintenance men.

6. Wash garbage cans inside and out with hot soapy water, rinse with scalding water and allow to dry once a week. Refer to Operation Sheet "Care of Garbage Can".

7. Collect all vegetable and fruit trimmings and all food to be disposed of in containers from preparation center.

8. Secure cart from storage room, place waste containers on cart and wheel to disposal unit. Refer to Operation Sheet "How to Operate the Garbage Disposal".

9. Place pans on cart, wheel to pot and pan sink and return cart to storage area near store room.

10. Nest empty cardboard cartons inside each other according to size. Stack in corner near door for maintenance men.

11. Save six boxes and lids of assorted sizes. Place on designated shelf of store room for storage purposes.

12. Save bun boxes. Store under sandwich counter for bread man.

13. Put only hand toweling in waste basket by lavatory.

14. Place waste paper basket by door at end of day for maintenance men.

15. Line second waste basket with plastic liner. Place at end of preparation counter for small empty cartons and wrapping papers.

16. Place lined waste baskets by door for maintenance men.

17. Wash lined waste baskets with hot soapy water, rinse with scalding water and allow to dry once a week or oftener if liner is torn and basket becomes soiled.

18. Place banana lugs under storage table by door for pick-up by produce man.

19. Secure cart from storage room.

20. Gather empty tin cans from preparation centers, place on cart and wheel cart to sink.

21. Rinse cans at sink, drain and put back on cart.

22. Wheel cart to can opener and remove bottom of can. Refer to Operation Sheet "How to Use Can Opener".

23. Flatten cans according to information given on Operation Sheet "Disposal of Tin Cans".

24. Remove flattened tins to trash can outside door.

25. A supply of six each of empty #10 tin cans, 1 gallon plastic and one gallon glass cans are to be kept on designated shelf in store room.

26. Get empty cardboard box from store room. Place empty glass and plastic jars in box and place in trash can. CAUTION: AVOID UNNECESSARY BREAKAGE.

27. Pour meat fryings and other fats, which can be used for seasoning, into clean #10 can, cool and store in refrigerator.

28. Pour unusable grease and fats into empty #10 can, cool and dispose of it by placing it in trash barrel.

29. Sweep floor following clean-up period after lunch.

30. Place sweepings in waste basket by preparation center. Refer to Operation Sheet "Cleaning the Kitchen Floor".

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Operation Sheet

TO DISPOSE OF TIN CANS

Objective

To clear the work area to save space to avoid a cluttered look and to avoid injury.

Introduction

Empty cans take much room and add to clutter. To conserve space a way of disposing of them is necessary. Caution: Sharp edge of can also can be a safety hazard.

Procedure

1. Obtain cart from area near store room.
2. Place empty cans on cart.
3. Wheel cart to sink.
4. Rinse can, turn upside down to drain and then replace on cart.
5. Repeat step 4 until all cans are washed.
6. Wheel cart to can opener.
7. Turn drained cans upside down on base of counter.
8. Cut bottom out of can. Refer to Operation Sheet, "How to Use Can Opener".
9. Get cardboard box and top from store room shelf and place top of box on floor.
10. Place can on box top.
11. Step on can to flatten it using both feet.
12. Pick up flattened can and place in empty box.
13. Repeat steps 10-12. Continue operation racking flattened cans and lids in box till finished.

14. Carry box with flattened lids and cans outside to trash barrel.

15. Pick up cardboard top, fold in half and place in waste basket.

16. Return cart to position near store room.

17. Check area for neatness.

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Information Sheet

SAFETY IN THE KITCHEN

Introduction

There is need for the practice of safety in the kitchen to prevent injury.

Information

Accidents in a kitchen occur during the rush periods because haste often causes people to spill foods, get in the way of others, and get confused. Steps should be taken by both the manager and the employees to remove hazards and educate all to be safety minded.

Many accidents occur such as cuts, falls, strains, bumps, infections and burns.

The kitchen should be kept ventilated so fumes will not accumulate, making it difficult to breathe.

Turn pot handles in so they cannot be bumped and cause spilling of food.

Use pot holders for lifting hot pans to prevent burns.

Never use wet cloths for lifting hot pans. This may cause a steam burn.

It is best to pour hot liquids away from the body, so steam does not get in the face.

Wipe up spilled water, grease, or peelings immediately before someone slips and falls. Falls and sprains cause a lot of loss of time and money. Workers lose days of work due to an injury.

If grease in frying pan catches fire, extinguish the flame with salt or soda. Never use water or flour.

All sharp knives should be kept in special compartments with blades turned down so worker doesn't cut fingers.

Slicing fruit or vegetables should be done on a cutting board and cut with a downward motion holding knife firm to keep food from slipping.

Use can opener that does not leave a sharp edge when cut as there is danger of cutting a finger on uneven edges.

Label clearly bleach, lye and ammonia. Store in a separate area from food storage area. Bleach, lye and ammonia will cause tissue to be destroyed if taken internally.

Never touch electric cords or electrical equipment with wet hands. There is a danger of getting electrocuted.

Use of frayed or worn electrical cords is often the cause of fires. Report these to the supervisor immediately.

Keep storage out of traffic areas.

Special attention should be given to the hazards involved in the handling of machines and other electrical equipment. Power equipment must be operated by an experienced worker as the unskilled worker may not know how to operate machines safely.

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Food Service: A Course of Study Designed For Cooperative Part-time Students, University of Missouri, Columbia, Missouri, pp. 30 - 31.

Food for Better Living, McDermott, Trilling and Nicholas, pp. 36 - 37.

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Information Sheet

Safety in Performance of Sidework Duties

Introduction

An emergency is a situation causing confusion or which is not planned or expected. These situations may vary from spilling a small amount of cream to a very bad burn. A waitress should know how to prevent these situations as well as how to handle a situation when it is necessary. Both major and minor situations are important.

Information

Walk briskly. Never run.

Use a sturdy ladder when getting items out of reach.

Give warning when coming up behind someone while carrying food.

Use proper doorways and open doors slowly.

Approach swinging doors and open them with your back.

Turn toward the door opening and not the hinges.

Load trays in an orderly manner. Do not overload.

Report or clean up spills immediately.

Keep boxes, trays, kettles and other items out of passageways to avoid falls.

Place knives where they are easily seen and will not be knocked off by others passing through an area.

Do not place knives in sink or pans.

Turn handles of coffeemakers and pans to the back of the counter to prevent their being knocked off.

Warn guests when serving food. Say: "Pardon me, I have your baked potato."

Wait until guests are seated before serving them.

If you receive a complaint of foreign item in food from a patron, report it immediately to the supervisor. Other guests who have ordered the same food may receive serious injury if they swallow the foreign item.

Handling an Emergency

Follow special suggestions given by the employer for handling an emergency.

Keep calm. Do not lose self control.

Know and use proper first aid for minor cuts and burns. Leave major cuts and burns to be treated by a doctor.

Get proper help from physician or ambulance when needed.

Help clean up spilled items quickly.

Avoid a scene when guests have accidents.

Help children when necessary.

Give immediate assistance with a friendly smile.

Think fast and clearly.

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Information Sheet

DRY STORAGE ROOM

Objective

To acquaint workers with the arrangement and importance of the dry storage room.

Introduction

Workers in a food service establishment have occasion to use the dry storage room. When the worker knows the arrangement used, time and energy are conserved for other tasks. Time represents money, and time that is lost in searching for supplies cannot be recovered. Employees need to recognize the importance of storing food correctly to avoid waste, which is money lost to the employer.

Information

Semi-perishable foods, as a rule, do not require refrigeration. They do, however, need to be protected from excessive heat, dampness, insects, and rodents. These foods are canned goods, boxed food products, flour, rice, dried milk, and other dry bulk products. These foods do not last forever even though they are stored under favorable conditions in the dry storage room. These conditions are: room temperature of 40-70 degrees F., louvered doors, mechanical ventilation, shelving set out from wall to allow for air circulation, hot water and steam pipes well insulated, no direct sunlight, and low humidity. Dry goods must be stored off the floor.

Arrangement of Products in Dry Storage Room

Bulk products are stored in labeled, covered cans on dollies. These are located to the right as the worker enters the door. The can is wheeled out to the table with scales. This table is conveniently located for weighing out the amount needed. A scoop will be found in each can. These cans are arranged in alphabetical order according to label.

Baking powder, flavorings, and other small bulk products are stored on the shelves directly above the bulk products. The small items are also arranged in alphabetical order. These are lighter items and are easily reached and removed to work area storage as needed.

. . . Canned Goods

Fruits are first and are located to the left of the small packaged products. All cans are labeled with the date of purchase and unit cost as they are placed on the shelf. They are also alphabetically arranged as to name, then style, i.e., apricots, halves and apricots, whole. There will be two inches of space between each kind of fruit for ease in removing cans from shelves.

Vegetables are stored across the room from the bulk cans or to the left as the worker enters the storage room. These are arranged in alphabetical order with the A's farthest from the door.

Pickles, relishes, salad dressings, mustard, catsup, etc., are stored across from the canned fruits.

Recommendation for Use of the Dry Storage Room

1. Make a list of products and amounts needed from dry storage room. (Note: Time can be saved by listing products in the order or arrangement around the storage room.)

2. Put list, pencil, and any necessary bowls and covers (for bulk products) on cart and wheel to dry storage room.

3. Proceed around the room, picking up the products on the list. Use the first-in-first-out method. Always use the older stock first. (Note: A step ladder is stored by the desk.

4. Check each item on list as you secure it from the shelf or storage can. Mark down the date and unit price after each item.

5. Write current date and sign the list. Place list on spindle on desk at the door. The storage room worker will enter the information on the file cards.

Care of Storage Room

1. Clean up any spillage immediately.

2. Any signs of spoilage or infestation should be reported to the storage room clerk immediately.

Importance of Storage Room

Even when foods are held at the best storage conditions, there is some loss of quality. As food loses quality, its appearance, texture, and flavor are affected. Customers are dissatisfied when a food has lost any of its quality. Food can become unfit for eating, and in some cases, can cause food poisoning.

6

References

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Instructional Unit

Receiving and Dispensing Foods in Dry Storage

Equipment Needed	Supplies Needed
Stationary	Inventory Cards
	Pens
Platform scale	Pencils
Desk	Markers
Portable	
Small table scale	
Table	
Desk	

References

Cooperative Extension Service, Food Management Leaflet 3, Receiving Food in Food Service Establishments, Robert F. Lukowski, University of Massachusetts.

Kotschevar, L. H. and Terrell, M. E., Food Service Planning, Layout and Equipment, New York: John Wiley and Sons, Inc., 1961.

Procedure for Receiving

1. Check the items delivered to see if products and amounts agree with invoice.
2. Place received items on hand truck.
3. Check weight of designated products. Refer to Operation Sheet, "How to Use Scale."
4. Inspect all merchandise for evidence of damage. Refer to Operation Sheet, "How to Determine and Dispose of Damaged Products."
5. After you have accepted the merchandise, sign the delivery sheet. (Note: Signature means the delivered products agreed with the invoice.)
6. Wheel hand truck into storage room.
7. Check the items on the invoice against the purchase order.

8. Open cases and cartons.

9. Check the quality of products to determine if they meet the specifications of the food establishment. Refer to Information Sheet, "Specifications of Food Products."

10. Obtain a pen and available inventory cards from desk for each product.

Apricots, Halves

	Received			Dispersed		Amt. in
Vendor	Date	Amt.	U. Price	Date	Amt.	Storage
Eisner's	9/1/66	30/#10	1.44½			30/#10
				9/4/66	10/#10	20/#10
				9/15/66	12/#10	8/#10

Figure 1. Sample of Inventory Card

11. If there is no card for the product, make one. Put the name of the product on the first line. (Figure 1, line 1)

12. The first three columns are for data on products received. Fill in record for each product received as to Vendor's name, date, amount, and unit price. (Figure 1, line 4)

13. The last column to the right is the amount in storage. Add the amount received to the amount in storage and enter the sum in the last column. (Figure 1, line 4)

14. Government products need separate cards from purchased foods. Use the same type of card as in Step 10. Fill it in using Step 11, but place a "G" in the upper right hand corner and place USDA under Vendor.

15. Take cards and marker to hand truck.
16. Wheel truck in position to place first item on the shelf.
17. As first is shelved, mark unit price and date received on each can, box, or sticker on bulk cans with the marker.
18. Continue wheeling for placement of each item from truck to shelf.
19. Repeat 17 and 18 for each item, until all are shelved.
20. Put truck away in space provided.
21. File the cards alphabetically under group headings.
22. Date and sign the invoice.
23. Place invoice on spindle.
24. Replace supplies in proper place.
25. Take invoices to office at close of day for the manager to make a voucher for the treasurer to make final payment.

Procedure for Dispensing

1. Check list of items worker has weighed out from bulk storage.
2. Help worker obtain other items from shelves and place on cart. (Note: Take older products first.)
3. Check worker's list to see if date and unit price are recorded.
4. Have worker sign list of items received.
5. Take the list to the desk and pull the file card on each product.
6. The next to the last two columns are for dispersed data. Record data from list. (Figure 1, line 5, 6)
7. The last column should be the amount in storage. Subtract the amount dispersed from the amount in storage and put the difference in the last column. (Figure 1, line 5, 6)
8. File the cards.
9. File worker's list in folder. (Note: This should be saved for a month so the supervisor can check on procedure.)

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Information Sheet

REFRIGERATING FOOD

Introduction

Good refrigeration of food cuts down on food waste, food spoilage and food poisoning. Merely placing food in a refrigerator is not enough. This may not check the growth of bacteria. Refrigeration only slows down the growth of bacteria present. For the best results from the refrigerator, at least five problems must be overcome.

1. Cold air must not be lost.
2. Foods must be stored properly.
3. Different types of foods must be stored correctly.
4. Cleanliness and sanitation are necessary.
5. Good care and inspection of the refrigerator are important.

Information

1. Cold Air Must Not Be Lost

Doors must be kept closed unless food is either being placed in the refrigerator or being removed from the refrigerator. To prevent the escape of cold air, doors are to be opened only when necessary. A thermometer for checking the temperature is located inside and near the top of the refrigerator. This will be checked frequently and should read 35-45 degrees F. A broken thermometer will be reported immediately for replacement.

2. Foods Must be Stored Properly

All containers having the same contents must be marked and stored together so they can be found easily. Foods that spoil easily are to be stored as soon as possible. The oldest products must be stored in front with the date well marked and easy to read so it will be used first. If the use of the product is questionable it is to be called to the attention of the instructor for final decision. Throwing out unusable food will prevent crowding and help the circulation of air. Overloading causes the temperature to rise. In many types of refrigerators the upper part of the cabinet is warmest because heat travels upward. Food is stored so that cold air can circulate around it. Putting food in shallow pans two inches deep and packing foods loosely helps the cold air to circulate better. Foods must be covered with foil to avoid dripping or other contamination. To save time and loss of cold air place food regularly in the same place in the refrigerator so it is easy to find.

3. Different Types of Food Must be Stored Correctly

Foods that take up odors should be stored in a different part of the refrigerator and away from the foods that give off odors. Onions, smoked meats and cabbage give off odors and butter, cheese, milk, cream and eggs take up odors. Cooked foods must be cooled quickly. Large amounts of hot foods must not be refrigerated all in one refrigerator since this would lower the temperature too fast.

Do not put staple articles which do not require refrigeration in the refrigerator. The most perishable foods must be stored in the coldest part of the refrigerator. Foods most likely to spoil must be kept at a temperature of around 35 degrees F. Ground meats and salads are stored in shallow pans not more than two inches deep to cool more quickly. The following foods should always be stored in the refrigerator: fresh meats, celery, cucumbers, lettuce, leafy green vegetables, berries, ripe tomatoes, grapes, plums, fresh corn, broccoli, cauliflower and yeast. Melons, tomatoes, and grapes may be kept out of the refrigerator for as long as part of a day, but are best chilled. Cooked or prepared liquid foods, coleslaw, custards, puddings, gelatin desserts, gravies, sauces, cooked meats, cooked vegetables and cooked fruit must be refrigerated.

4. Cleanliness and Sanitation are Necessary

The inside and outside of the doors must be washed daily and all spills must be wiped up to prevent contamination of the food. The inside and outside of the cabinet must be cleaned weekly using a solution of warm soapy water. The cabinet is then rinsed with a solution using 1 T. baking soda per quart of water. Defrosting must be done when the frost is 1/4 inch thick on the freezing unit.

5. Good Care and Inspection of the Refrigerator are Important

The refrigerator should be checked in the morning upon arrival and before leaving for the night to be sure it is working properly. The temperature should be checked by looking at the thermometer morning and evening and several times during the day to see that the right temperature is kept. The refrigerator should be inspected yearly by a service company and experts.

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APPENDIX

A. Organization Chart Model

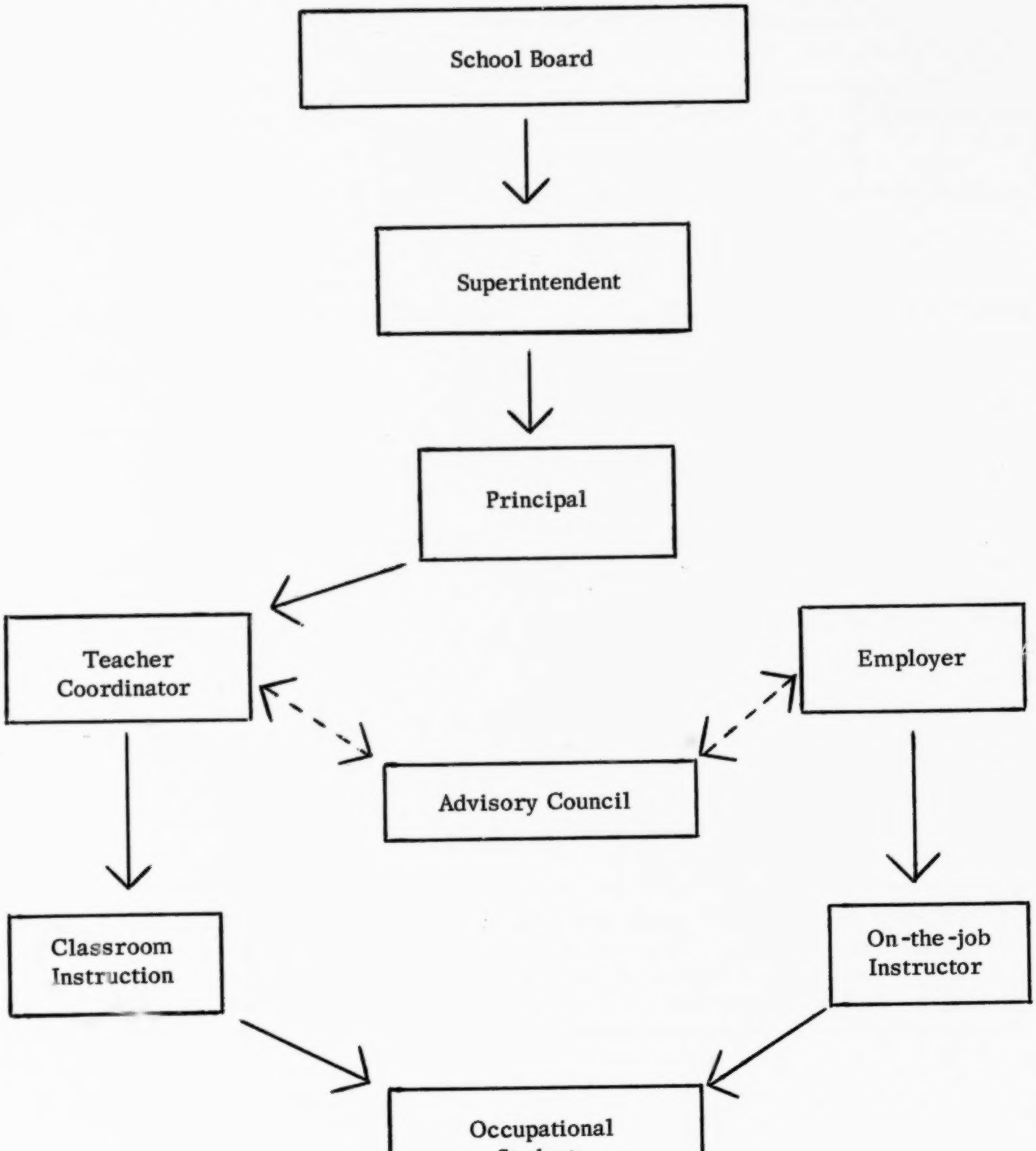
B. Job Analysis Model

C. Job Specification Model

D. Job Description Model

E. Selected References

ORGANIZATION CHART MODEL



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JOB SPECIFICATION MODEL

EMPLOYER'S NAME		OCCUPATIONAL TITLE Food Service	D.O.T.CODE 526.781
ADDRESS		EMPLOYEE'S JOB TITLE Baker	DEPARTMENT Kitchen
TELEPHONE	PERSON TO SEE	TITLE Director	HOURS OF WORK 5:45 - 2:15 Sometimes longer
INDUSTRY	CODE	UNION None	LOCAL NO.
		RATE OF PAY	SEX Either AGE 25+

SKILLS, KNOWLEDGE, ABILITIES

Skill in making pastries and other desserts.
Ability to budget and plan time.
Ability to use large-quantity standard recipes.
Ability to calculate recipes.
Ability to practice economy in using ingredients without affecting product.
Knowledge on using bakery equipment.
Physical ability to lift large quantities of ingredients and batters.

EXPERIENCE NONE________

Some desired

MINIMUM EDUCATION AND/OR TRAINING REQUIRED

High School plus training either on the job or apprenticeship

TESTS REQUIRED

No testing is done educationally
Health examination

FRINGE BENEFITS: Two (2) meals furnished each working day. Uniforms and laundry for them furnished. Twelve (12) days sick leave per year, accumulative to 60 days. Nine (9) paid holidays during the year. Accident insurance claims are paid by the University. One (1) week paid vacation after one (1) year.

Bakery Worker

PHYSICAL ACTIVITIES

C - Continuously
F - Frequent
O - Occasion
N - None

WORKING CONDITIONS AND HAZARDS
(NA - Not Applicable)

	C	F	O	N	
1	x				Walking
2	x				Standing
3				x	Sitting
4			35		Lbs. Lift
5			35		Lbs. Carry
6		x			Pushing
7			x		Pulling
8		x			Reaching
9			x		Climbing
10	x				Body Balance
11		x			Bending
12			x		Crouching
13				x	Crawling
14		A C	D		Seeing

A - Acute Near Vision
B - Acute Far Vision
C - Color Discrimination
D - Depth Perception

	C	F	O	N	
15	x				Hearing
16		x			Talking
17	x				Feeling
18	x				Eye-Hand Coord.
19	x				Eye-Hand-Foot
20	x				Both Hands
21	x				Finger Dexterity
22	x				Manual Dexterity
23				x	Rapid Word
24		x			Repetitive Work
25	x				Routine Work
26	x				Teamwork
27				x	Isolation

Strength Requirements (x)

S___L___M x H___VH___

1	100	% Inside
2	NA	% Outside
3	90	° Extreme Heat
4	NA	° Extreme Cold
5	NA	Inadequate Lighting
6	x	Inadequate Ventilation
7	NA	Noisy
8	NA	Wet/Humid
9	x	Mechanical Hazards possible if careless (mixers)
10	x	Electrical Hazards
11	NA	Radiant Energy
12	x	Burns (possible if careless)
13	NA	Explosives
14	NA	Fumes
15	NA	Toxicants
16	x	Odors (usual food)
17	x	Dust (from flour)

Bakery Worker

MISCELLANEOUS COMMENTS: Must maintain person and uniform in a neat, clean and orderly manner at all times. Must maintain a pleasant, courteous attitude toward associates at all times. Above all, must realize that she is in a service business and be willing to accept and conform to the necessity of many irregular hours of work, especially for extra activities.

COMMENTS ON UNUSUAL ACTIVITIES OR CONDITIONS: Since most all campus activities are catered from this food service, the workers are expected to give a great deal of overtime hours. In the winter, 2 to 3 banquets are catered each week. Many receptions are held during the afternoon or evening hours, making it necessary for extra desserts be made. On such occasions, it is common for these workers to work 14 hours.

SUMMARY OF JOB

Make pastries, cakes and other baked products. Makes simple puddings and desserts. Garnishes desserts for serving. Distributes bakery products and desserts to serving lines and bakery supplies to bakery area from storeroom by using handtruck and rack trucks. Weighs and measures ingredients in large quantities. Lifts and dumps mixtures from huge hoppers. Move large trays of products into and out of the ovens. Cleans bakery, utensils, equipment and work area.

JOB ANALYSIS MODEL

SALAD GIRL

INDIANA STATE UNIVERSITY

I. Title
  A. DOT Title: Salad Girl or Pantrygirl.
  B. DOT Code Number: 317.884
  C. Job Definition: Prepares all salads by washing, peeling, cutting and mixing, depending on type of salad. Measures and mixes ingredients to make salad dressings, gelatin salads and cold desserts. Dishes up all salads and puts in individual serving bowls. Stores salads in refrigerator until ready to use. Orders all supplies needed from stock department. Keeps station clean and sanitary. Washes utensils used and stores in correct place.

II. Duties
  A. Regular or daily duties
    1. Dishes up and supplies salad products.
    2. Prepares all salads .
    3. Operates and cleans equipment .
    4. Cleans station area.
    5. Uses recipes furnished by dietitian.
    6. Stores and utilizes left-over products.
    7. Performs other duties as requested by supervisor.

III. Minimum Starting Requirements for Position
  A. Education
    1. Able to read, write and speak English.
    2. Able to follow written and oral instructions.

  B. Special Training
    1. On the job training.
    2. Is familiar with salad equipment, such as, shredder, etc.
    3. Must be able to do simple calculations.

  C. Experience
    1. Prefer experience in large quantity food production.

  D. Personal Qualifications
    1. Age range--
      a. Prefer age 35 and over.
    2. Sex: Either male or female (depends on position)

3. Physical size and strength desired.
    a. Stand and walks short distances most of working day.
    b. Stoops, reaches, lifts food and small kitchen equipment.
    c. Heavy equipment is rolled on carts.
4. Special skills essential to performance on the job.
    a. Taste and smells food to determine quality and palatability.
    b. Must meet health regulations by passing physical examination, chest X-ray and blood tests.
5. Special social and personal qualities, necessary for success in the particular job.
    a. Willingness to work with others.
    b. Willingness to follow standard routines, safety and sanitary regulations.
    c. Must meet specific time schedules

E. Other
1. License--None
2. Union Membership--Optional
3. Certificates
    a. Each employee is required to have certificate from doctor signifying health status.
4. Civil service examination--None
5. Standardized test--None

IV. Methods of Entering

Information was not obtained by observer.

V. Equipment and Materials Used

The salad girl uses all equipment available in work area. The equipment includes a shredder, mixer and many small utensils.

VI. Responsibility of Worker
- A. Safety of others
    1. Responsible for self and fellow worker's safety.
- B. Supervising work of others: Gives instructions to helpers concerning work that needs to be done.
- C. Amount of independent judgment required.
    1. The salad girl must be able to judge quality and palatability of food by taste and smell.
    2. He must be able to judge use of time to meet schedules for noon and night meals.
    3. He must be able to make decisions in proper storage of leftovers.

VII. Extent to Which Work is Supervised
- A. Amount and frequency: when needed.
- B. Persons to whom the worker is immediately responsible.
    1. Dietician
    2. Assistant Manager
    3. Food Production Supervisor

VIII. Work Conditions
- A. Hours
  - 1. 7:00 A.M. to 4:00 P.M. Saturday and Sunday off.
  - 2. Frequency of overtime: None, unless approved by supervisor.
  - 3. Vacations--
    - a. 5 days off after 6 months employment.
    - b. 3 weeks vacation after 15 years.
    - c. 3 days sick leave after 3 months, cumulating up to 60 days.
  - 4. Regulations--
    - a. All dietary employees are expected to work on week-ends and holidays, when scheduled.
    - b. The highest standards of cleanliness, personal hygiene and safety are expected.
    - c. Each dietary employee is expected to report for work on time, in clean uniform, furnished by employee.
    - d. Comfortable shoes required (prefer white in color).
    - e. For women, a hairnet covering all hair must be worn.
    - f. Fingernails should be clean, neatly trimmed and free from polish.
    - g. No jewelry other than a watch, wedding or engagement ring, will be permitted: information not obtained.
    - h. Sweaters are not to be worn: information not obtained.
- B. Regularity of employment: salad girl is employed on winter school schedule only.
- C. Health and accident hazards
  - 1. Special hazards: lifting of food and small equipment is required of the salad girl.
  - 2. Mental health hazards: the only pressures are accuracy in work and meeting a time schedule.
- D. Physical effort: the salad girl stands and walks short distances most of the day.
- E. Physical condition of surroundings
  - 1. Working area, hot with fans to circulate the air.
  - 2. Observer noticed the sanitary conditions of the entire kitchen.
- F. Contact with others
  - 1. Works with others constantly

IX. Advancement
- A. Pay changes with advancement in seniority.
- B. Automatic increment each July 1 based on years satisfactory service.

X. Earnings
- A. Basis for pay
  - 1. Determined by position held.
  - 2. Salary received on a semi-monthly basis, on the 7th and 22nd of of each month.

B. Average pay for beginners: Unknown.

C. Average pay for student workers is $1.00 to $1.05 per hour.

D. Benefits
   1. Life Insurance benefits optional. Employees pay part.
   2. Hospitalization Insurance available. Employees pay part.
   3. 3 day sick leave after 3 months, cumulating up to 60 days.
   4. Retirement available after 10 years service.

E. Rewards and satisfactions in addition to monetary rewards
   1. On the job accidents are treated at the school medical center.
   2. Employees will be given a terminal notice of two weeks--- no information obtained.

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Dietz, Susan M., The Correct Waitress, Ahrens Book Company, Inc., 116 West 14th Street, New York, New York, 1952, $1.25.

Fowler, West and Shugart, Food for Fifty, John Wiley and Sons, Inc., New York, New York, 1961, $8.95.

Greene, Ned, How to Serve Food at the Fair, Pyramid Books, New York, New York, 1963.

Griswold, Ruth M., The Expermiental Study of Foods, Houghton-Mifflin Company, 1962, $6.35.

Harris, Ellen Adeline, Professional Restaurant Service, McGraw-Hill Book Company, New York, New York, 1966, $3.75.

"Illinois Teacher of Home Economics," Volumes 8, 9, and 10. Department of Home Economics Education, University of Illinois, 1964 through 1967.

Kinder, Faye, Meal Management, MacMillan Company, New York, New York, 1962.

Department of Home Economics
Indiana State University
Terre Haute, Indiana

Job Description for Waitress at the Hulman Center

JOB DESCRIPTION, CODE 311.878

JOB TITLE: WAITRESS

DATE ISSUED: June 20, 1967

APPROVED BY: ________________
MANAGER

1. Job Objective: To achieve maximum customer satisfaction with serving through expediting the quick and efficient service of food and beverages.

2. Tasks for which worker is responsible: Serves food to patrons at counters and tables of coffee shops and lunch rooms and other dining establishments where food service is more formal. Presents menu, answers questions, and makes suggestions regarding food and service. Writes orders on checks or memorizes it. Relays order to kitchen and serves courses from kitchen and service bar. Observe guests to fulfill any additional requests and to perceive when meals have been completed. Totals bill and accepts payment or refers patrons to cashier II. May ladle soup, toss salads, portion pies and dessert, brew coffee, and perform other services as determined by established size and practices. May clear and reset counters or tables at conclusion of each course.

3. Additional: Performs such other tasks as may be directed by his supervisor, or may be requested by hostess when time is available from primarily assigned tasks.

4. Supervisor: Dining room supervisor (hostess)

Kotschevar, Lendal H., Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing Corporation, 2526 Grove Street, Berkely, California, 94704, 1964.

Kupsinel, Dr. Penelope, Home Economics Related Occupations, Interstate Press, Danville, Illinois, 1967, $3.50. 0

Lange, Howard F., Catering, Ahrens Book Company, Inc., New York, New York, 1955, $3.50.

Lefler, Janet and Calanese, Salvatore, The Correct Cashier for Hotels and Restaurants, Ahrens Book Company, Inc., New York, New York, 1959, $1.60.

Lefler, Janet and Blanc, Francois, The Waiter and His Public, Ahrens Book Company, Inc., New York, New York, 1959, $1.60.

Oregon State Department of Education, Basic Menu Planning for School Lunch Personnel, Salem, Oregon.

Texas State Department of Health, "Preventing Food Borne Diseases", Austin, Texas, 1959, Free.

United States Department of Health, Education and Welfare, "Food Dinner Service Specialist", United States Government Printing Office, 20¢. 0

United States Department of Health, Education and Welfare, "Food Service Industry", United States Government Printing Office, 65¢.

United States Department of Health, Education and Welfare, "A Guide to Nutrition and Food Service for Nursing Homes and Homes for the Aged", Government Printing Office, $1.25. 0

United States Department of Health, Education and Welfare, "Supervised Food Service Worker", United States Government Printing Office, 20¢. 0

United States Government Printing Office, Dictionary of Occupational Titles, Washington, D.C. 20402, 1952.

United States Printing Office, "From Hand to Mouth", Number 28, Washington, D.C., 20402.

United States Government Printing Office, "Handbook for Young Workers", Number 271, Washington, D.C., 20402. 9

United States Government Printing Office, "Sanitary Food Service", Number 90, Washington, D.C., 20402. 0

0 Welch, John, A Task Unit Concept for ON-THE-JOB Training. University of Missouri, 1966.

West, Bessie Brooks, and Wood, Levelle, Food Service In Institutions, John Wiley and Sons, Inc., 1965.

Wilton, McKinley, and Wilton, Norman, Modern Cake Decorating, Chicago, Illinois, 1954, $5.95.

Resource Units

0 Arizona Resource Unit, "An Introduction the the World of Work", 1965.

0 "Basic Guide for Food Service Training", Home Economics Section, Department of Public Instruction, Raleigh, North Carolina.

0 "Curriculum Guide for Food Service Training", Atlanta Public Schools, Atlanta, Georgia.

0 "Suggested Guide Training Program for Food Service Workers", University of Kentucky, 1965.

0 "Suggested Pilot Study for Training Home Economics Pupils for Catering Service, Kansas, 1964.

Information May be Obtained From the Following Associations:

American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois

American Institute of Baking
400 East Ontario Street
Chicago 11, Illinois

Indiana Restaurant Association
2120 North Meridian
Indianapolis, Indiana

Indiana State Board of Health
1330 West Michigan Street
Indianapolis, Indiana

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois

Indiana Employment Security Division, Research and Statistics
10 North Senate Avenue
Indianapolis, Indiana 46204

Paper Cup and Container Institute, Inc.
250 Park Avenue
New York, New York 10017

Science Research Associates, Inc.
259 East Erie Street
Chicago 11, Illinois